Lesson Plans

Social Studies

Level 1

Term 2

Social Studies Lesson Plans

Level 1
Term 2
Week 1

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
1	Learning about ourselves	Family	1	Students will be able to identify that families have different sizes and structures	
1		do	2	Students will be able to identify similarities in the families	
1		do	3	do	
1		do	4	Students will be able to identify differences in the families	
1		do	5		
1			6	Assessment	

Level 1		Learning about our selves
Term 2	Lesson Plan	
Week 1 Day 1		

Topic: Families

Objective: Students will be able to identify that families have different sizes and structures

Activity: song family finger play, creating a graph of each student's family size and composition

Materials: chart papers, glue stick, paper symbols

Teacher preparation: Cut paper symbols out of glaze paper or any other colored paper (even old magazine pages would do) that represent a boy, a girl, an adult male and an adult female. Prepare symbols as many as possible.

Prepare a chart paper sheet large enough to cover the names of your students for a bar graph.

Procedure

Warm-up Q/A

- Draw faces on your fingers or put on small puppet heads.
- Then sing to the children family finger play (follow as mentioned in the worksheet).
- After you do it ask the children to do the same.
- Ask how many members are in this family (Five). Mama, papa, sister, brother and dog (pet).

Discussion/ Explanation

Tell the students to look at each others family pictures (as drawn in the previous lessons) displayed on the classroom board.

1. Ask the children if they think all the families in the pictures are the same size. Have children use personal examples of families to help them understand that families are of different sizes.

2. Ask do they think all families in the classroom have the same people: mother, father, sister, brother, grandparent, etc.

3. Discuss how families are not only different in size; they are also composed of different people.

Activity

- Tell the children that they are going to compare and contrast the size and composition of their families.

- Show the paper symbols that represent a boy, a girl, an adult male and an adult female.

- Display the chart paper.
- Then ask each student to count the member in his/her family including grand parents if any or aunts etc and choose the symbols.
- Then stick the symbols on the chart paper to make a graph. Help the students in doing so.

Follow-up discussion

- Upon completing the chart, ask the students to look at the graph and tell, who has the largest family? Who has the smallest family? How many members make up the largest family? How many members make up the smallest family?
- What else do they noticed?
- Did they notice most families had pets, or were grand parents part of each family?
- Discuss which family size is the most common and which is the least common.
- Which family size is the largest? Which is the smallest? Which family has more adults than children? Which family has more children?

Explanation

- Explain that families are of different sizes and structures.
- Size of a family is due to the number of family member it has. If there are more members than it is a large family. It is big in size. (Give example from the graph).
- A family, which has less number of members in it, is a small family. (give example from the graph).
- Structure means the pattern a family is organized. For example some families have grand parents then parents and children. Some have only parents and children and others have grand parents, parents, children as well as other relatives. These make up different structures of the families. So families are different in size as well as structure.

Wrap-up

Display the chart in class asks students to look and compare different sizes of families.

A Family Finger play

This is a family *hold up one hand, fingers spread*
Let's count them and see,
How many there are,
And who they can be *count 1, 2, 3, 4, 5*

This is the mother *touch pointer finger*
Who loves everyone
And this is the father *touch big finger*
Who is lots of fun.

This is my sister *touch ring finger*
She helps and she plays,
And this is the baby *touch little finger*
He's growing each day.

But who is this one? *touch thumb*
He's out there alone,
Why it's Jackie, the dog,
And he's chewing a bone. *wiggle thumb.*

Level 1		Le4arning about ourselves
Term 2	**Lesson Plan**	
Week 1		
Day 2		

Topic: Families

Objective: Students will be able to identify similarities in the families

Activity: class graph of each student's family size and composition

Materials: worksheet, chart papers, glues stick

Warm-up Q/A

- Review how families in the classroom are similar and different using the graph created in previous lesson.
- Explain they are going to explore all the ways in which each child's family is both similar and different from the family of another child's.

Explain that similarities mean things that they have common in their families.

Activity: 2

- Pair the students and ask them to compare and find the similarities in their families with their partner.
  Explain that similarities mean things that they have common in their families.
- The similarities among families may include:
- Number of family members.
- Number of adults
- Number of children (girls, boys)
- The types of pets families keep
- The languages families speak at home
- The houses where families live

Worksheet

After the discussion ask the students to fill up the worksheet.

Follow-up discussion

Ask the students to share the similarities in the families they have found with their partner.

Explanation

Explain that similarities mean things that they have common in their families.
All families are similar in some ways.
Similarities bring families together.

Wrap-up

Conclude that families can be similar and in what ways.

My family

Number of family members____________________________

Number of adults____________________________________

Names of adults_____________________________________

Number of children(girls, boys)______________________

The types of pets(animals) family keep_______________

The languages families speak at home________________

The houses where families live______________________

Similarities with my friend's family.

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Level 1		**Learning about ourselves**
Term 2	**Lesson Plan**	
Week 1		
Day 3		

Revise the previous lesson.

Level 1		**Learning about ourselves**
Term 2	**Lesson Plan**	
Week 1		
Day 4		

Topic: Families

Objective: Students will be able to identify differences in the families

Activity: Making a graph, finding differences

Materials: worksheet, class graph of each student's family size and composition

Warm-up Q/A

- Review how families in the classroom are similar by using worksheet done in previous lesson.
- Explain they are going to explore all the ways in which each child's family is different from the family of another child's.

Explain that differences mean things that they have different (not same) in their families.

Activity:

- Pair the students and ask them to compare and find the differences in their families with their partner. Do not pair the same students this time.
  Explain that differences mean things that they have different (not same) in families.
- The differences among families may include:
- Number of family members.
- Number of adults
- Number of children (girls, boys)
- The types of pets families keep
- The languages families speak at home
- The houses where families live

- Discuss with the children the importance of recognizing and respecting the differences between families

Follow-up discussion

Ask each pair of students to share their family differences with the class

Explanation

Explain that differences mean things that they have different (not same) in their families. All families are different in some ways.

Wrap-up

Conclude that families can be different and in what ways.

My family

Number of family members____________________________

Number of adults____________________________________

Names of adults_____________________________________

Number of children(girls, boys)_________________________

The types of pets(animals) family keep___________________

The languages families speak at home____________________

The houses where families live_____________________

Differences with my friend's family.

Level 1 Term 2 Week 1 Day 5	**Lesson Plan**	**Learning about ourselves**

Revise the concepts introduced in the previous lesson.

Level 1 Term 2 Week 1 Day 6	**Assessment**	**Learning about ourselves**

Assess the students for their understand in:

- What is similar and different?
- What ways families can be similar or different?

Social Studies Lesson Plans

Level 1
Term 2
Week 2

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
2	Learning about ourselves	Families	1	Students will be able to understand roles and responsibilities of the family members	
2		do	2	Students will be able to understand and recognize different needs	
2		do	3	do	
2		do	4	students will be able to understand and recognize the wants.	
2		do	5	do	
2			6	Assessment	

Level 1		**Learning about ourselves**
Term 2	**Lesson Plan**	
Week 2		
Day 1		

Topic: Families

Objective: Students will be able to understand roles and responsibilities of the family members

Activity: Written work, discussion

Materials: worksheet,

Warm-up Q/A

Ask,

- Do you give any help at home?
- Listen and then,'

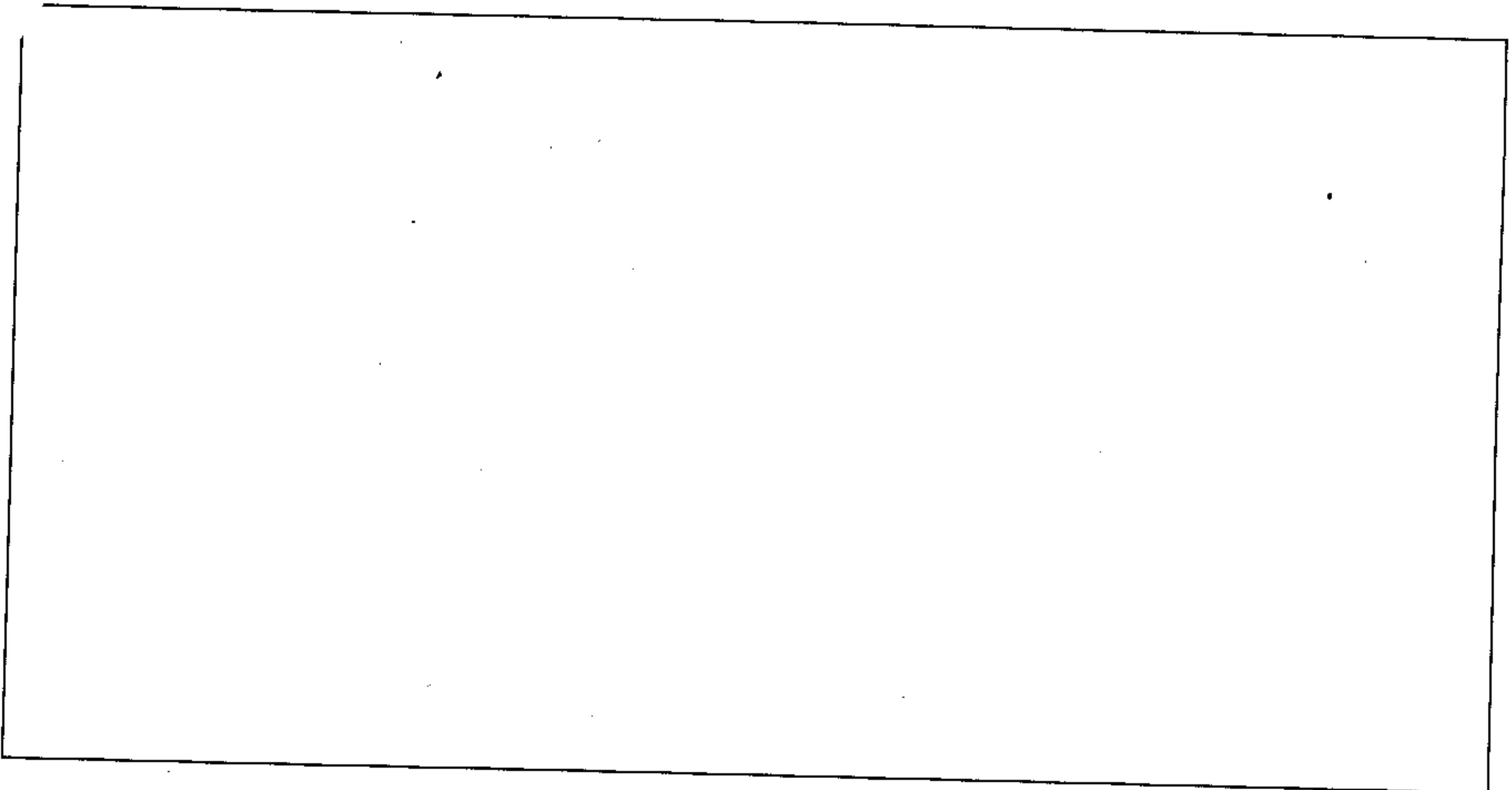
- Review with the students some of the responsibilities of families.
- Ask the students to share what are some jobs that families have and why these tasks need to be done.

  Discussion/Explanation
- Review that each family is different and a father in another family may complete a job that a mother may have in one family.
- Allow the students to share a job that one of their parents does and have the other students say who in their family does that job.
- Review some of the other tasks that other family members carry out to contribute to the family.
- Allow the students to share what they, their siblings, and any other family members do to help out.
- Then make a list like this on the chalkboard based on student responses:

Jobs done	Name of the family member
Cooking	Mother
Bringing groceries	Father
Taking care of baby	Mother, elder sister, father

- Develop the list and discuss it. Explain that people have different roles and responsibilities in the family. They do this to help each other and share the responsibilities so it becomes easier to live together.

Activity

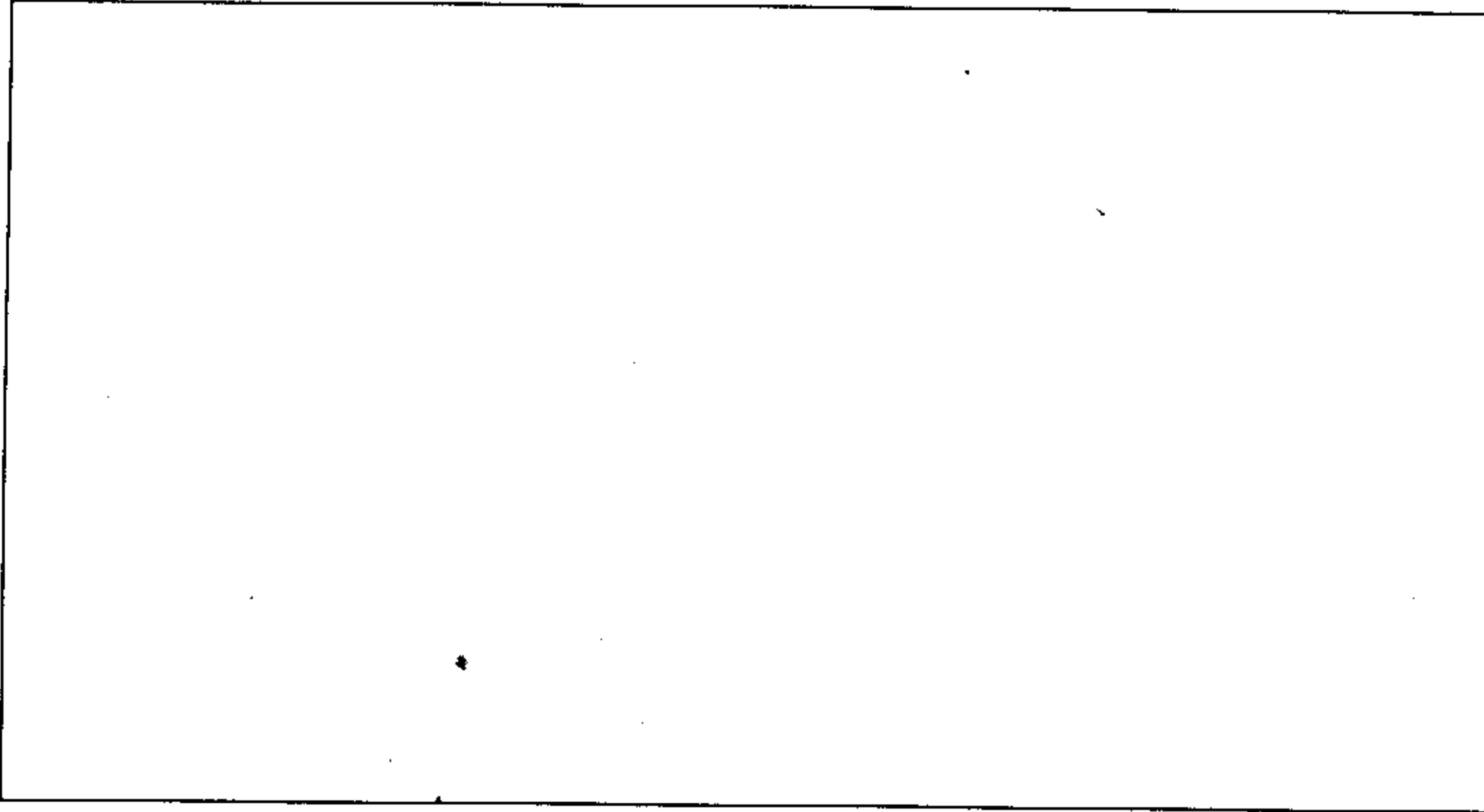
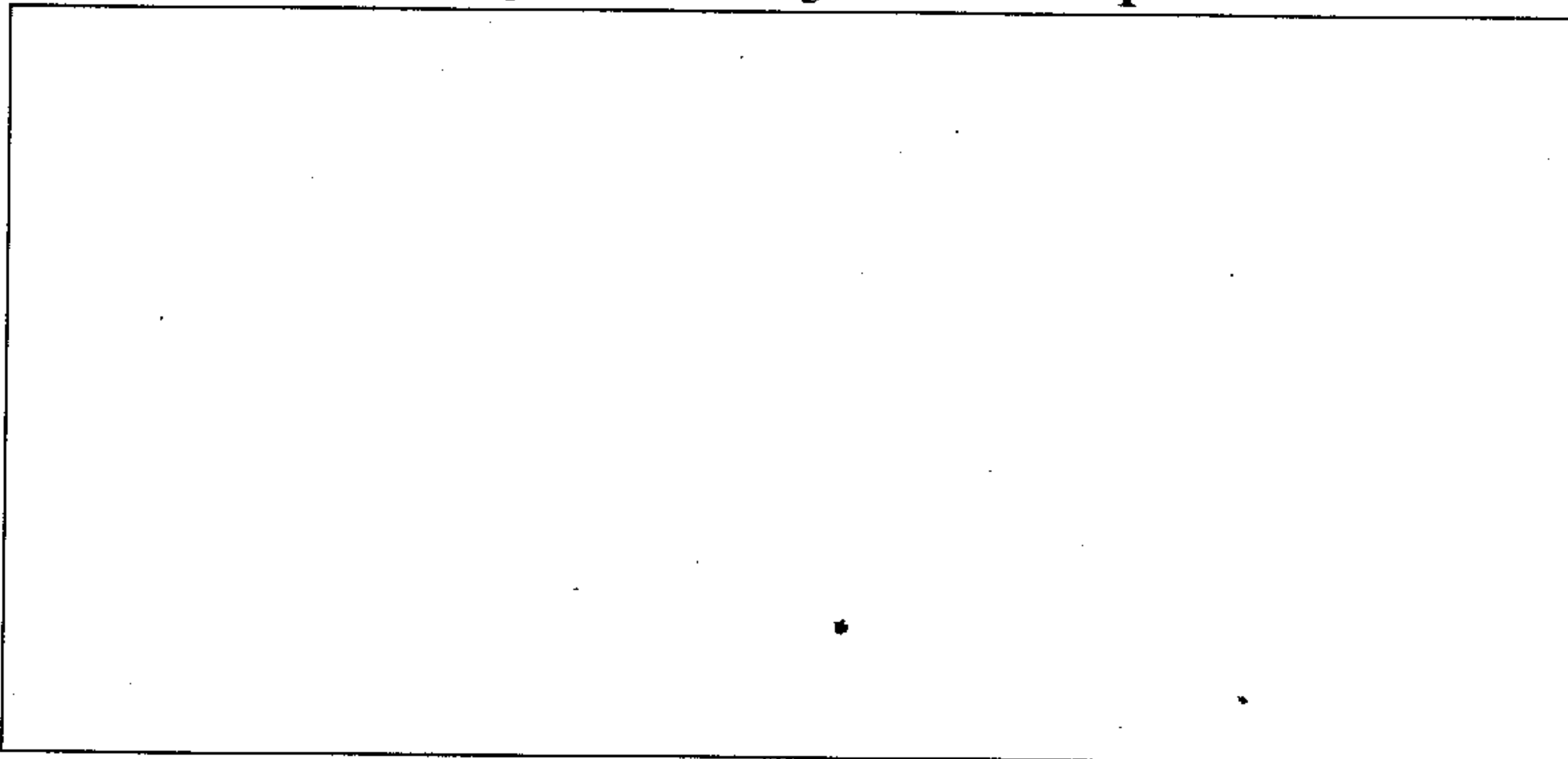
- Give the students a copy of the pre-assembled book listed from the attachment.
- Read each page and give students time to illustrate before going to the next page.
- As students are drawing their pictures, walk around and have students dictate a sentence that describes their illustration.
- Continue until all the pages are completed.

Wrap-up

- Ask each child to share its book with class. Let them explain the roles and responsibilities of their family members.
- Encourage students to show each page of the book and describe who does what in their family. Use the provided checklist to monitor student participation.

Sharing My Family

By ______________________________

This is me. I am a part of a great family.

This is what my family looks like.

This is my family working hard. We all have a responsibility to do a job to help each other out.

Level 1		Learning about ourselves
Term 2	Lesson Plan	
Week 2		
Day 2		

Topic: Wants and Needs
Objective: Students will be able to understand and recognize different needs
Activity: Sorting
Materials: Worksheet

Procedures

Warm-up Q/A

- Introduce the lesson by asking the students if they have ever made the statement, "I need... (fill it in with a non-essential item such as a bicycle, new toy, etc.).
- Allow the students to share their statements then explain that sometimes we say that we *need* things that we don't actually have to have in order to survive.
- Some things that we say that we need are actually things that we want.
- Tell the students that they are going to learn what needs actually are and will be introduced to two different types of needs.

Discussion/Explanation

- Ask the students if they know what needs actually are and allow them to respond, and then explain **that needs are things that are essential in order for people to survive.**
- **Elaborate on the types of needs that people have by explaining that there are needs that you can actually feel, touch or see such as food, air, light and water.**
- **Then, tell the students that there are also needs that can't be physically felt or** seen, such as love and kindness and sleep.
- **Needs are essential for life or to survive.**
- On the chalkboard write the title **Needs** and have the students generate a list of these things and record them on the board.
- If desired, draw a picture beside the word that illustrates the need so that students can refer back to the chart and "read" it without assistance.

Activity

- Cut the needs pictures from the given worksheet.
- Pair the students.
- Distribute one set of pictures amongst each pair and ask the students to sort these into needs they can feel and needs they cannot feel or touch.

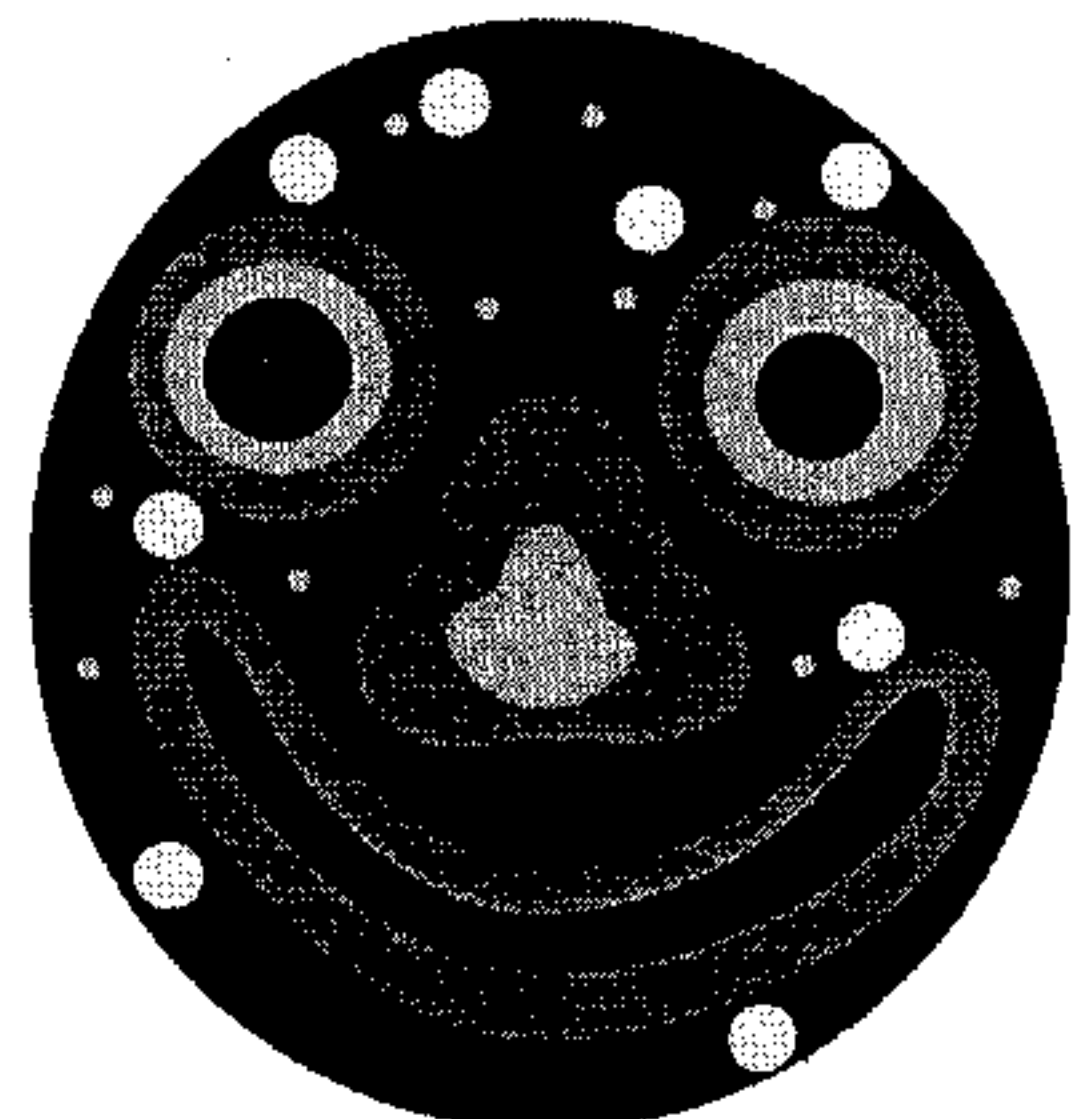
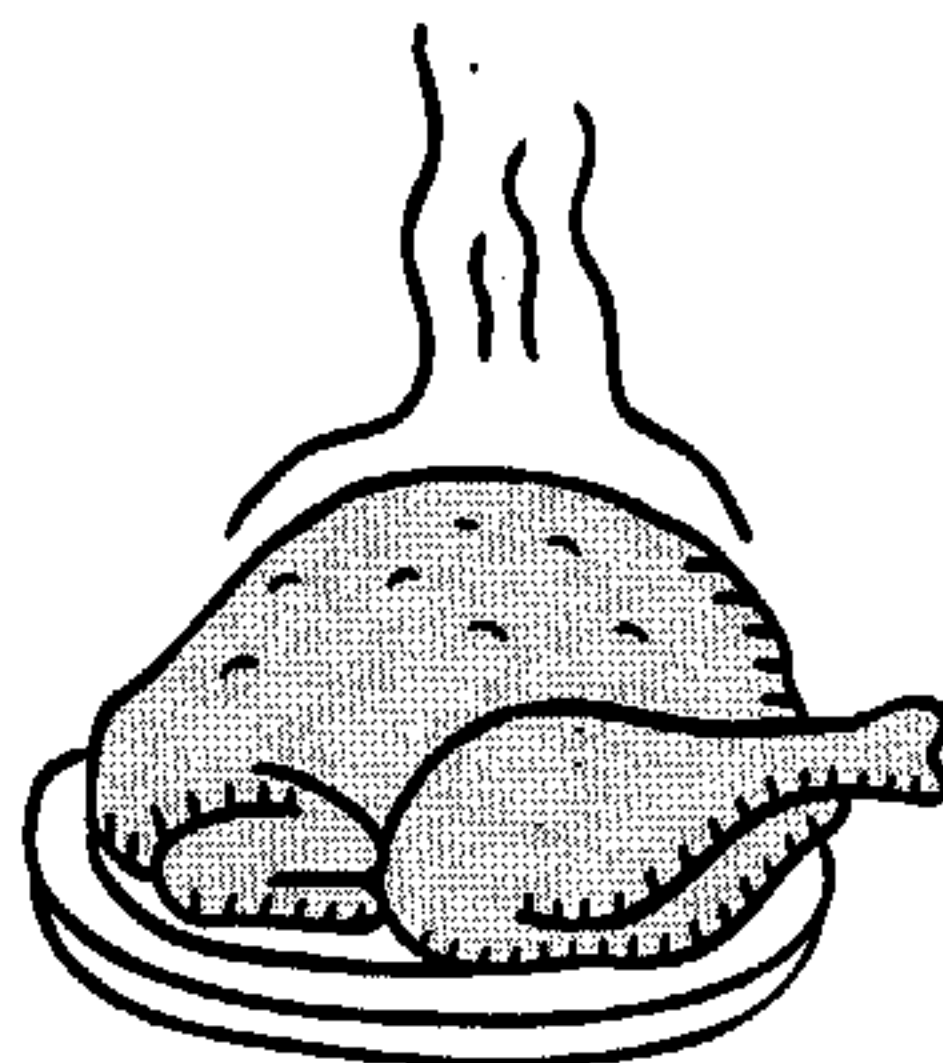
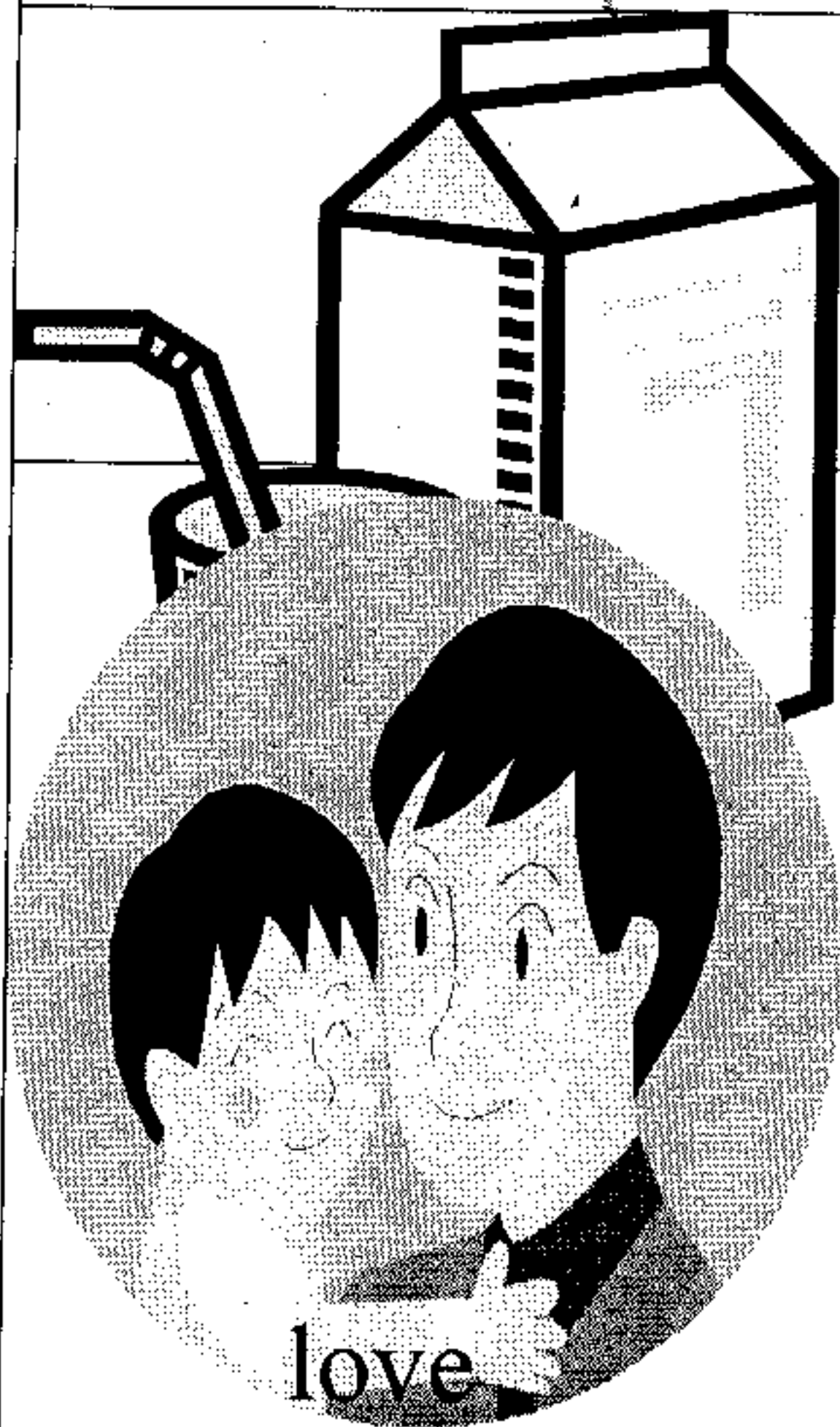
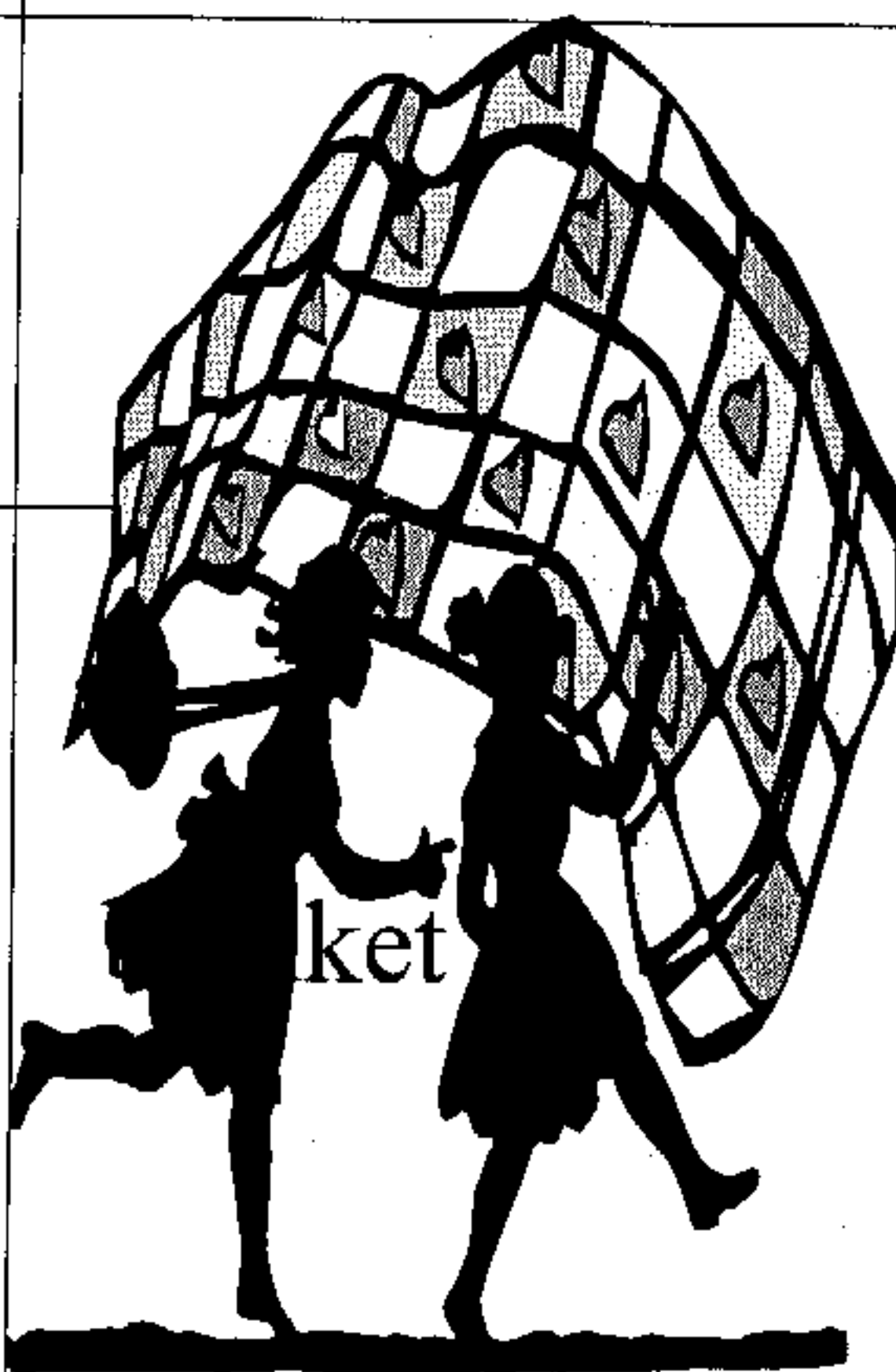
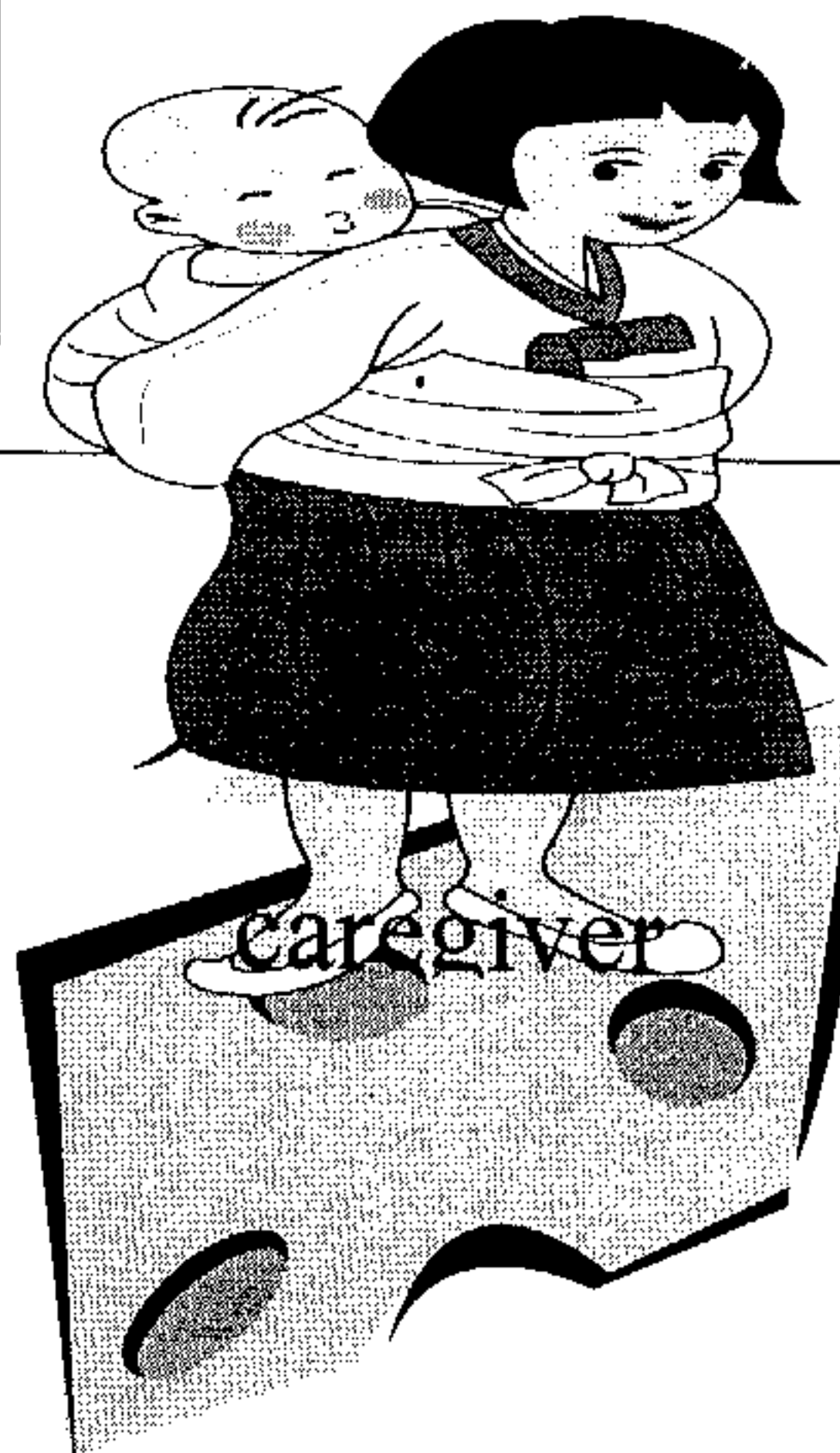
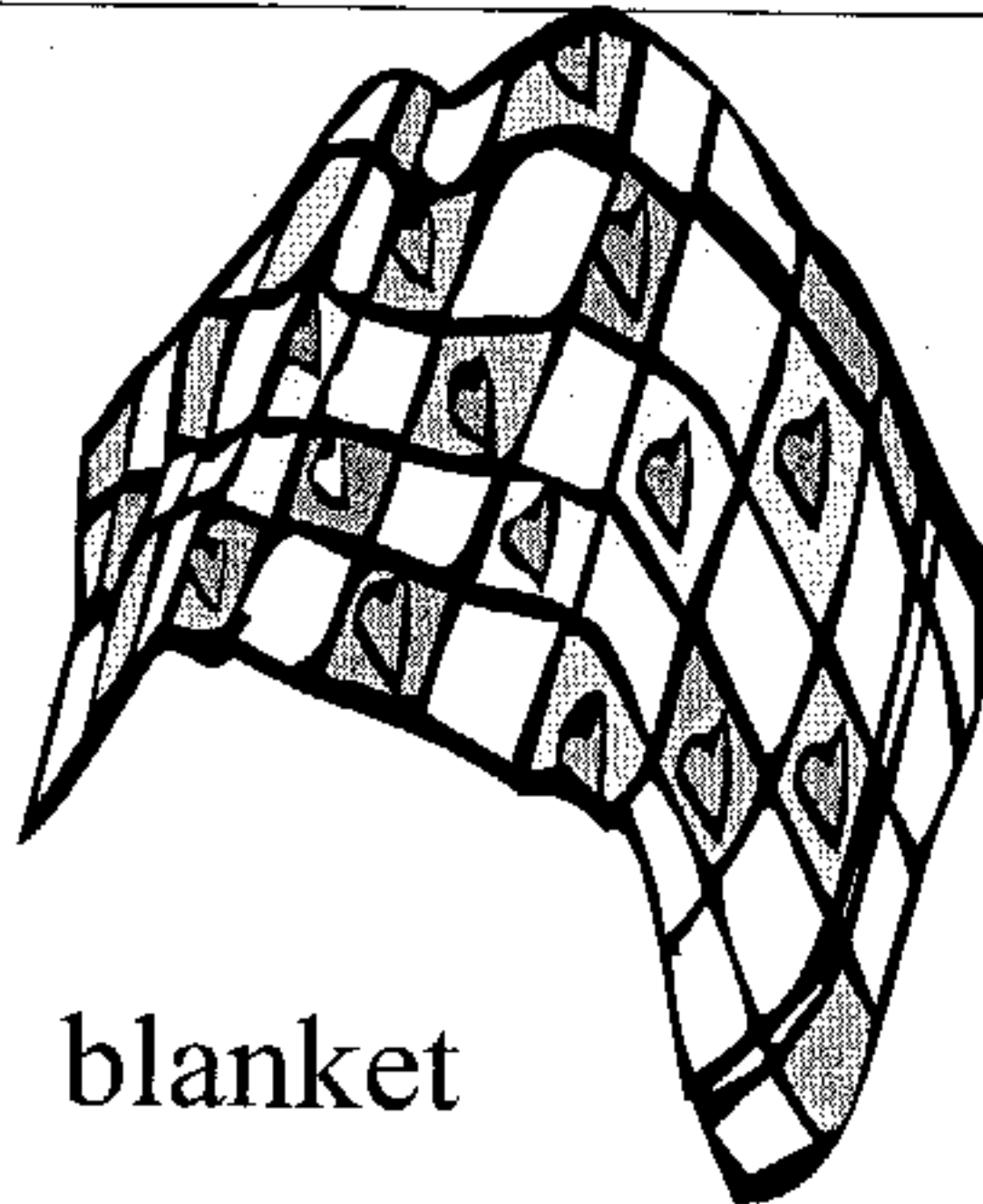
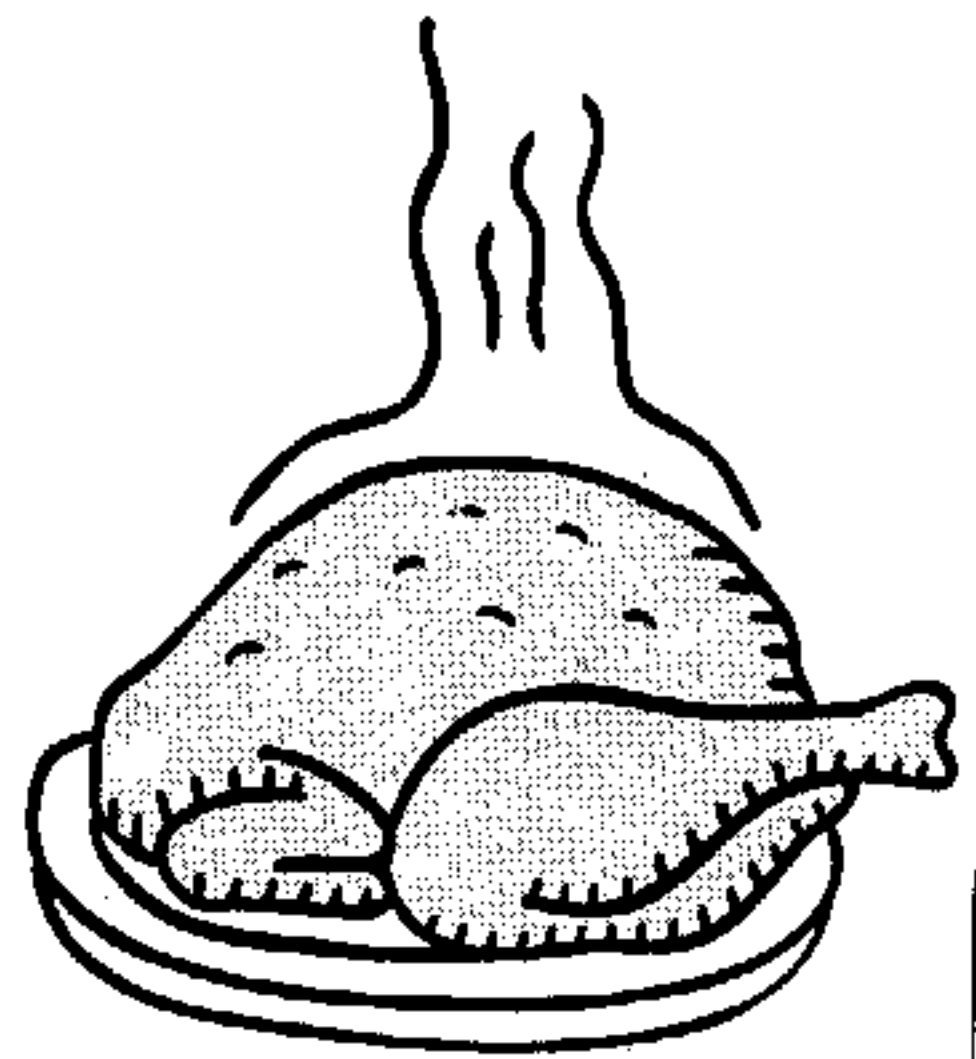
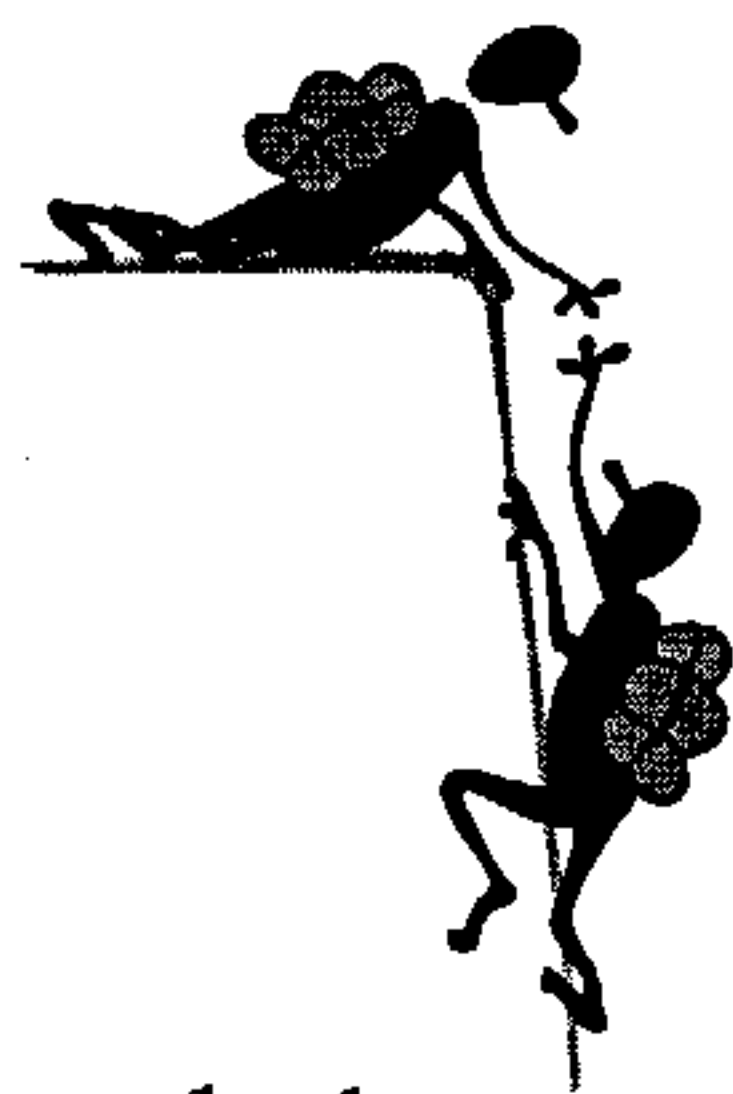
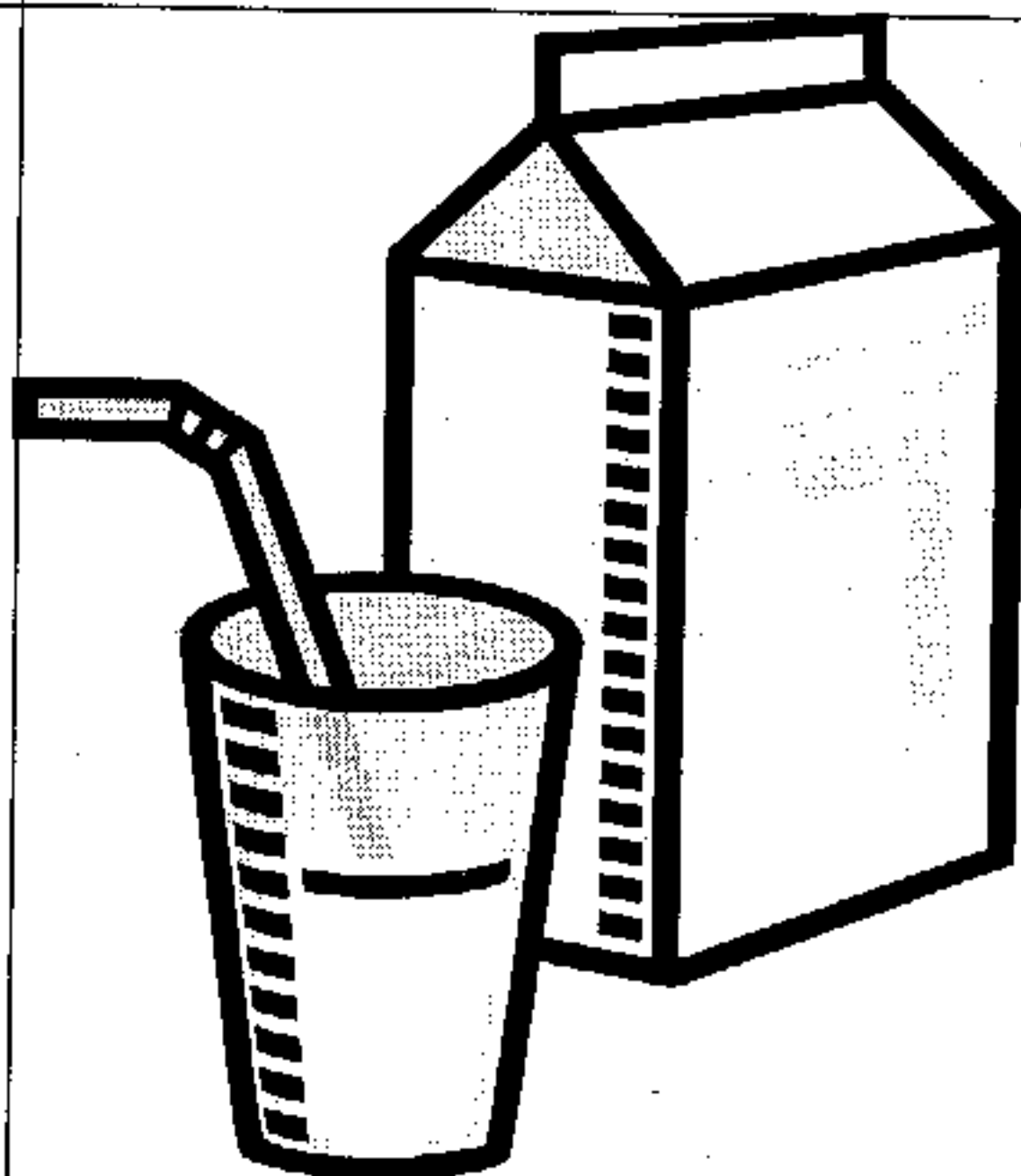
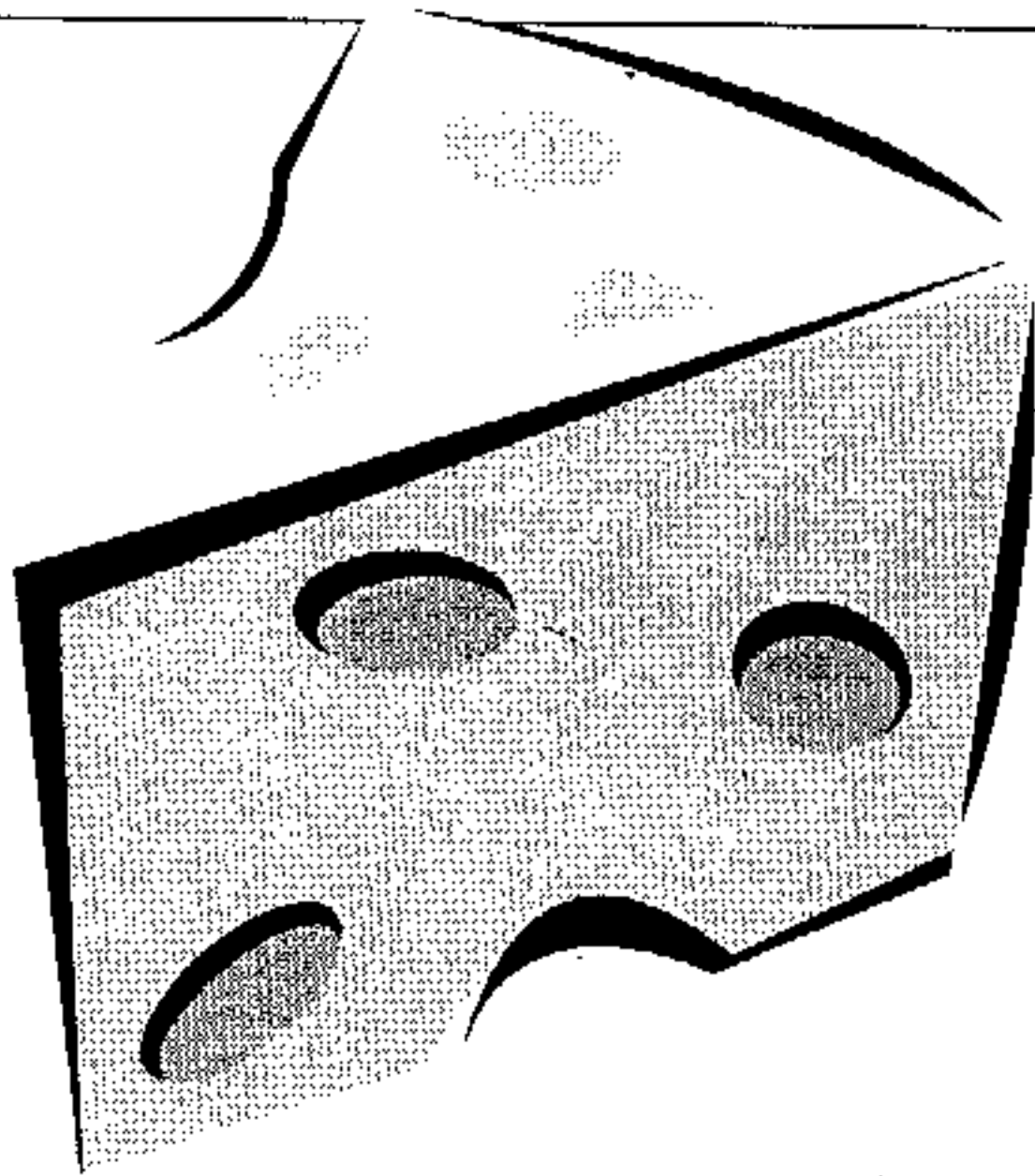
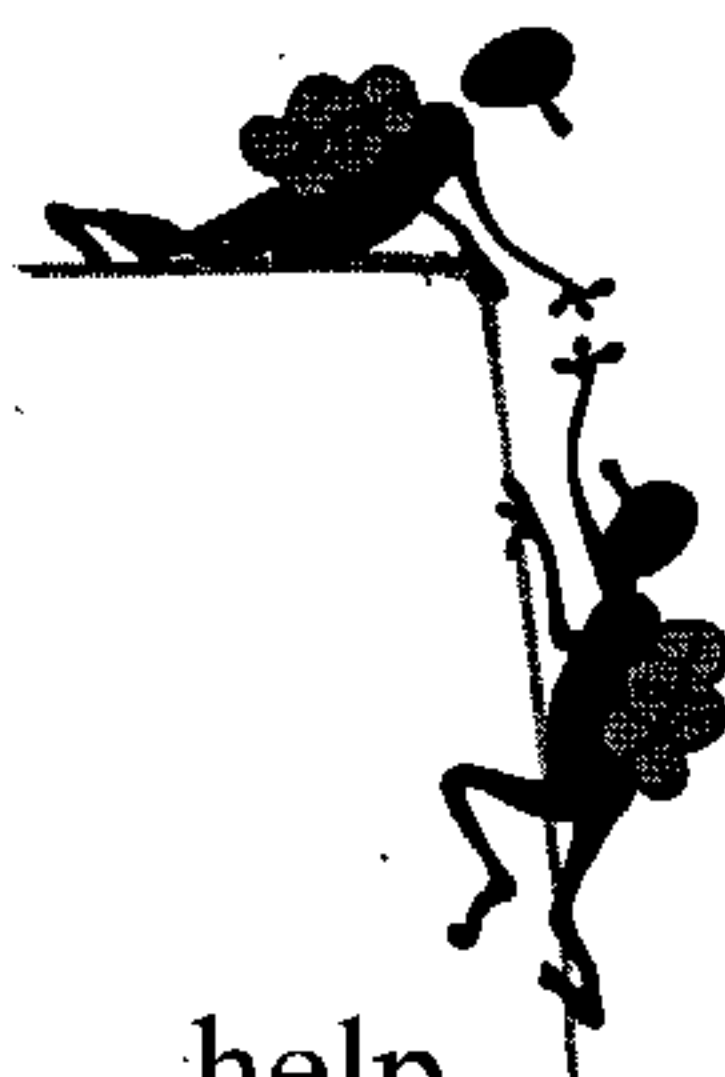
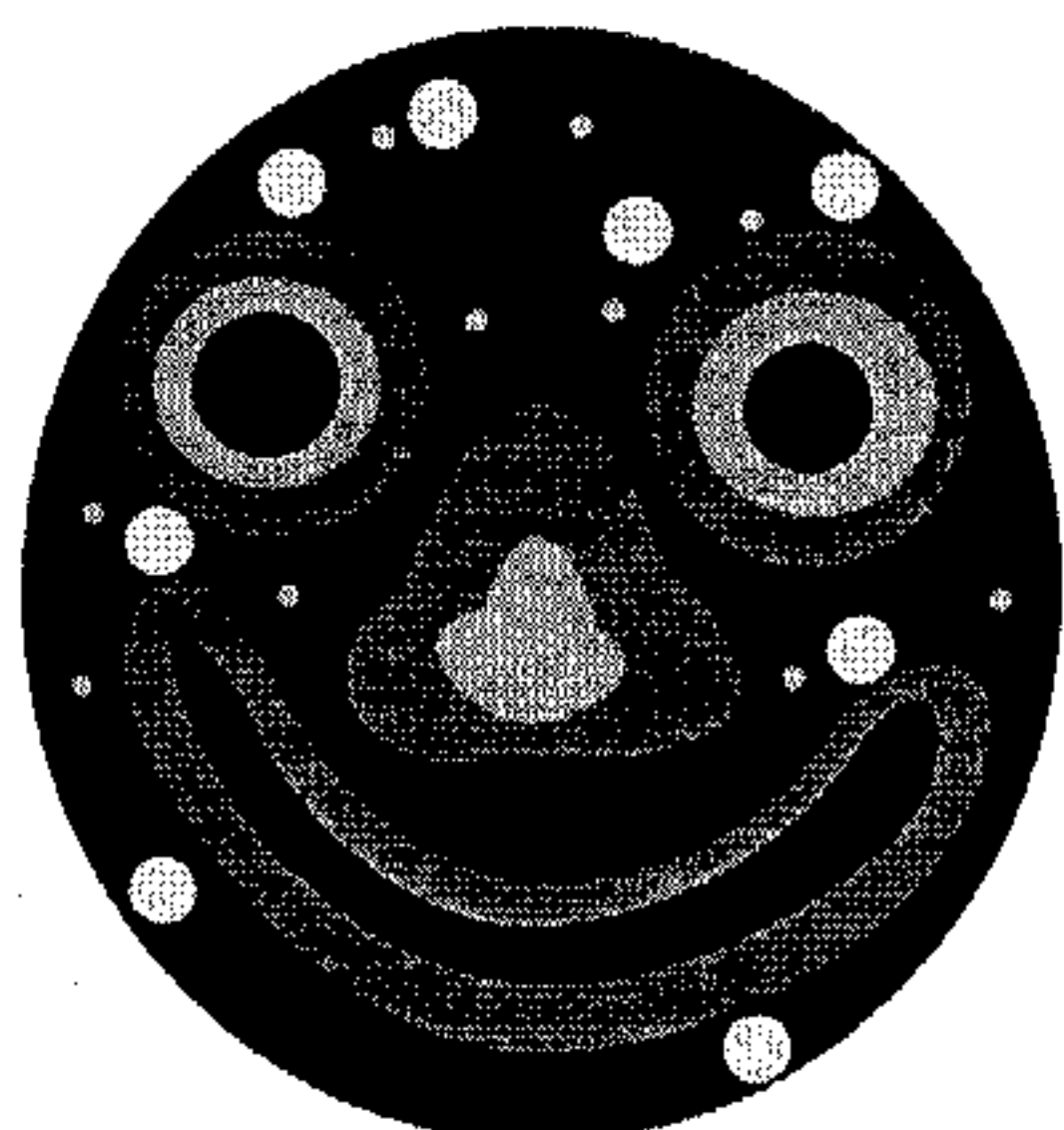
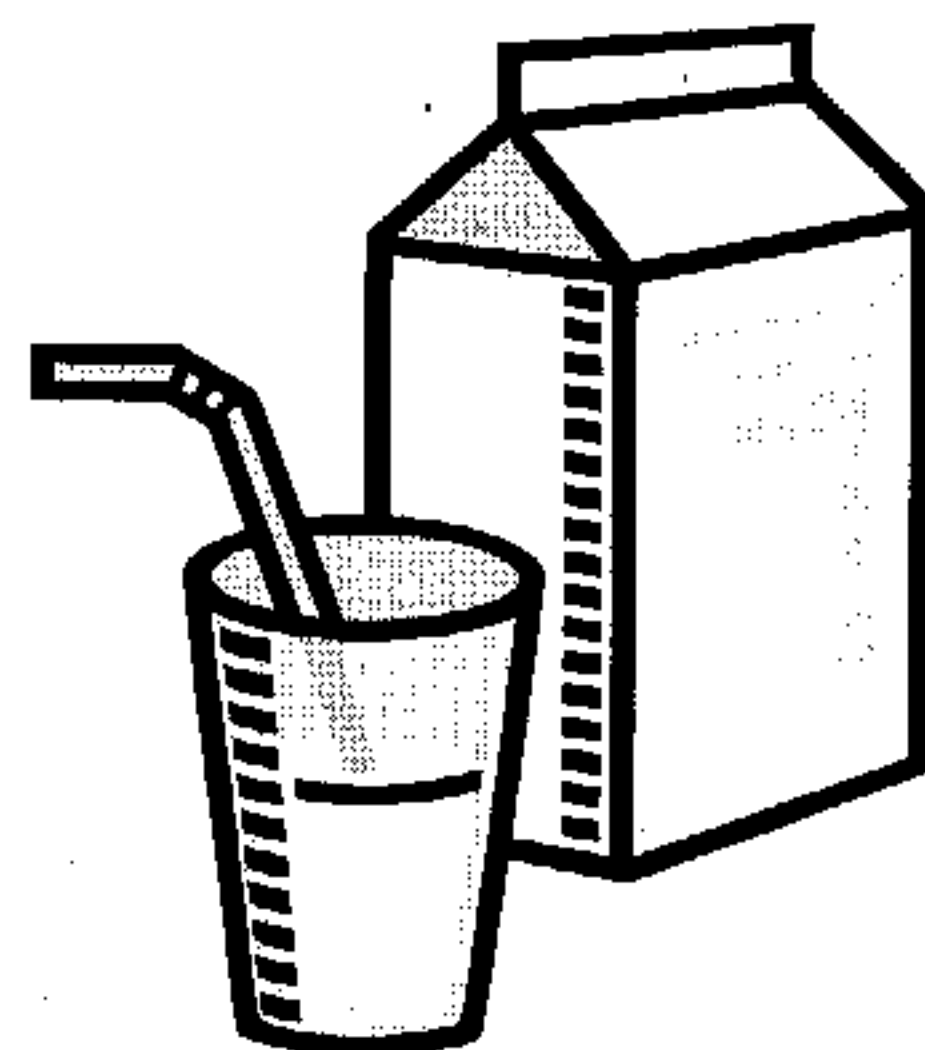
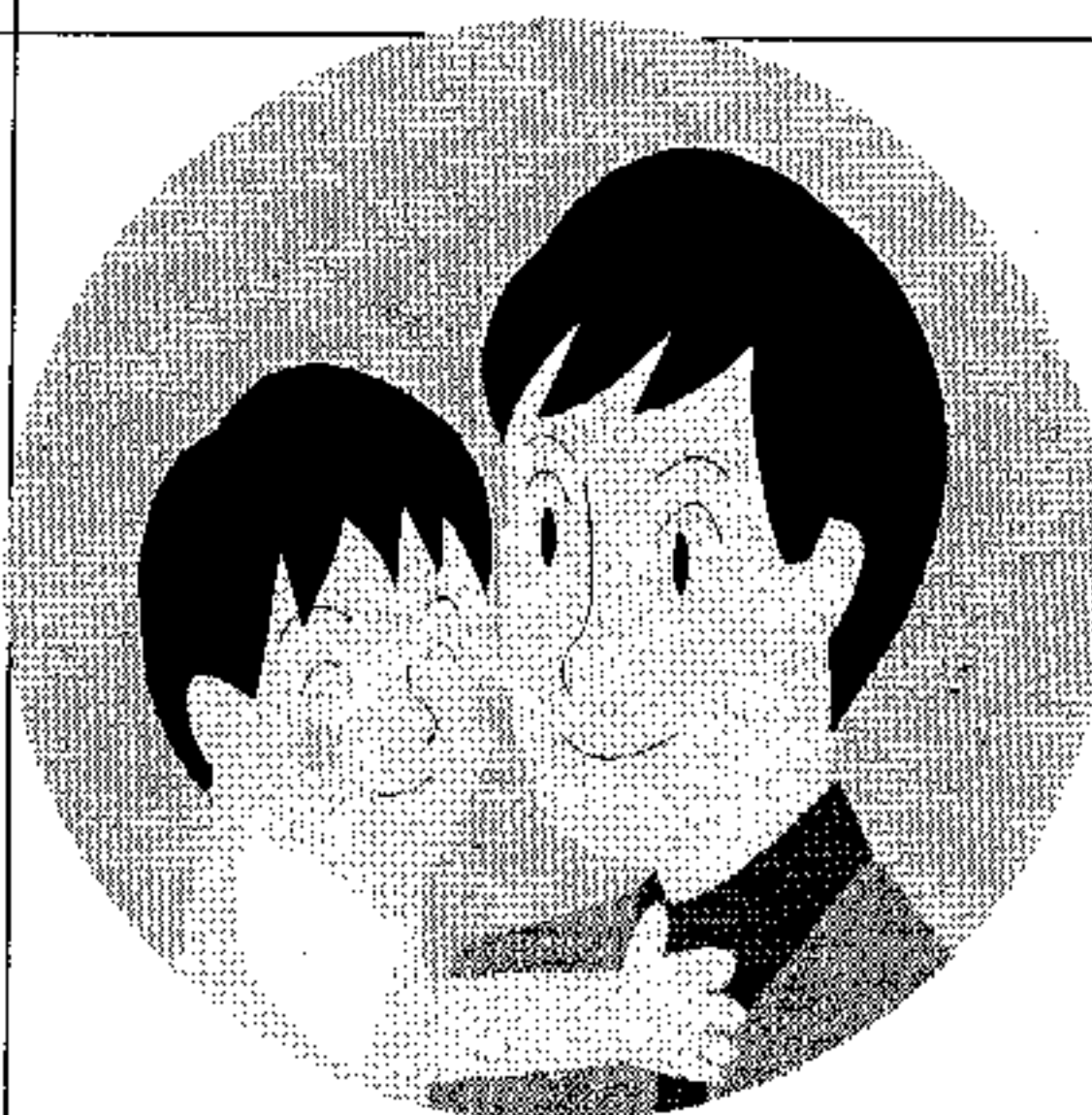
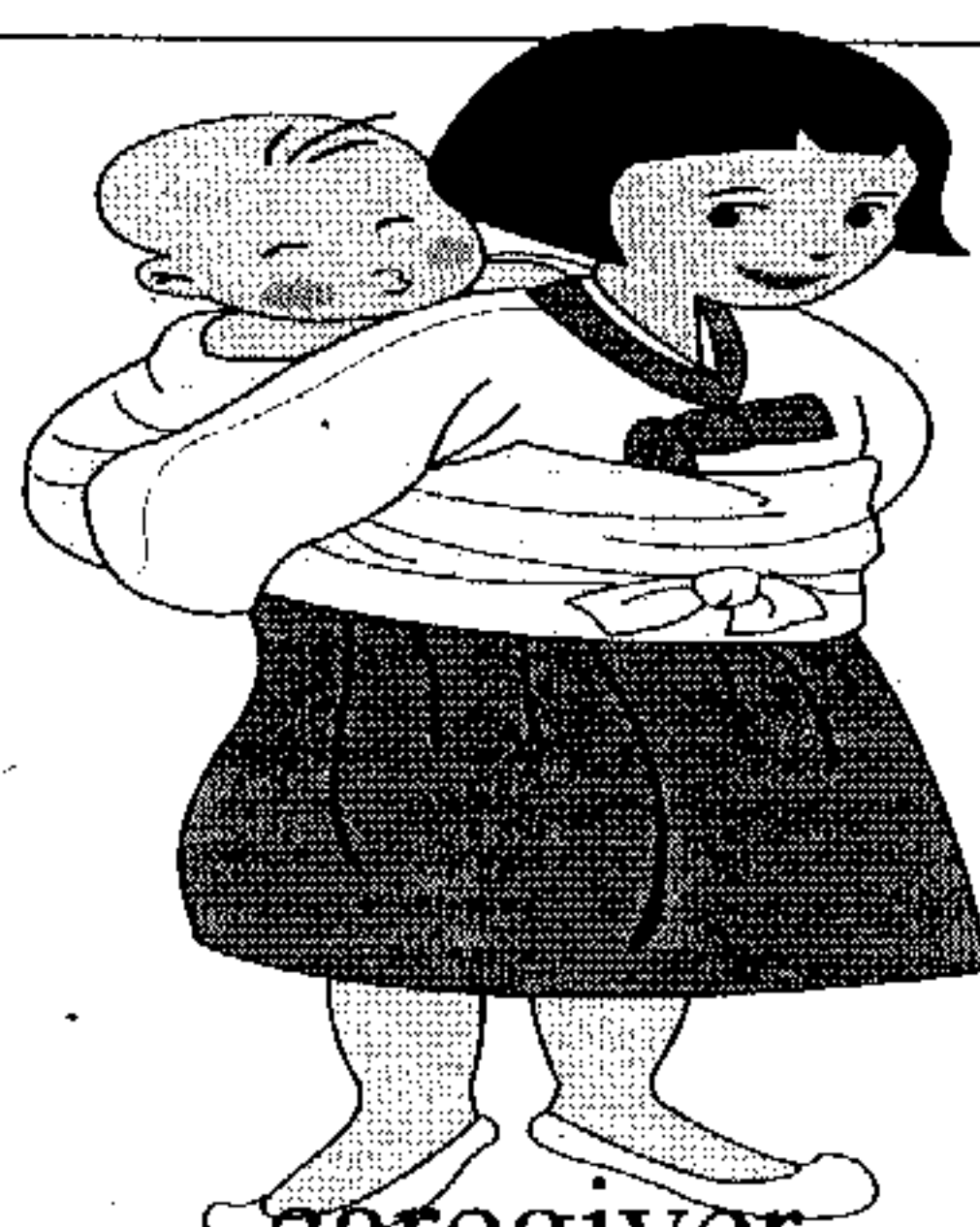
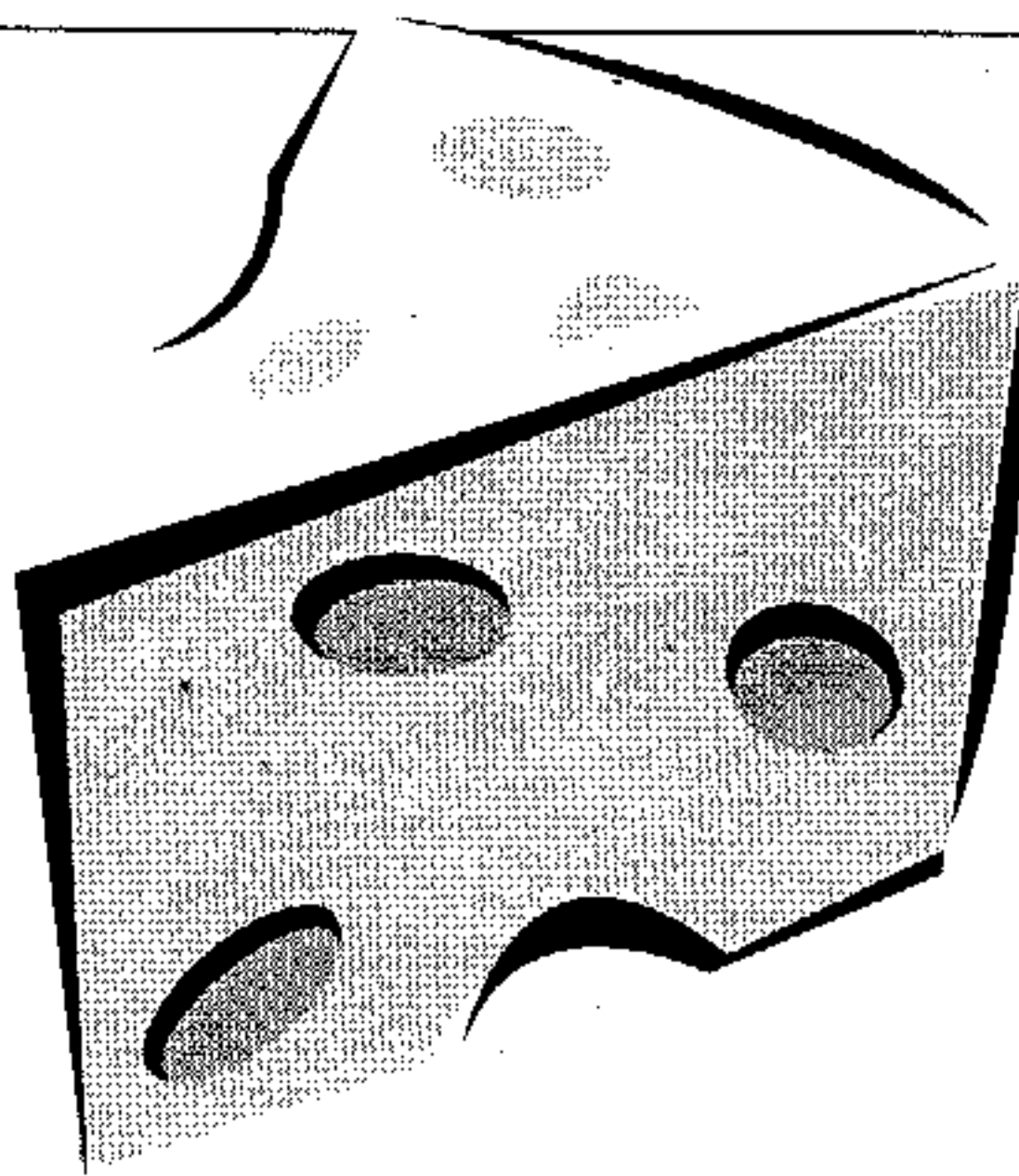
- After they have sorted the pictures ask them to tell what they have sorted.

Follow-up discussion

Discuss the student response and explain the difference between needs you can see and needs you cannot see.

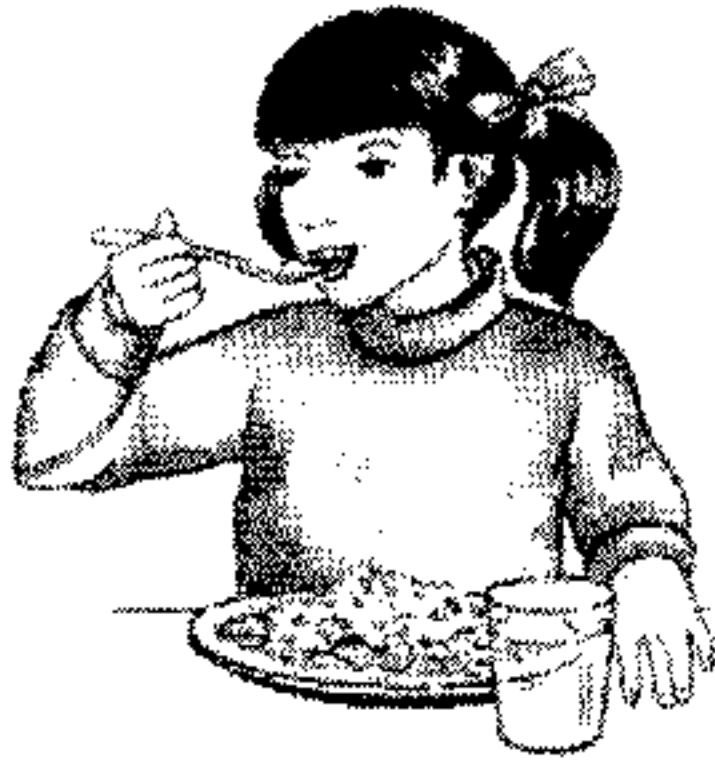
Wrap-up

Conclude by asking what is a need?
What are two types of needs?

Needs pictures

clothes
love
blanket
help
bath

clothes
help
kindness
love
bath
caregiver
friends

Level 1 **Term 2** **Week 2** **Day 3**	**Lesson Plan**	**Learning about ourselves**

Topic: Wants and Needs
Objective: Students will be able to understand and recognize different needs
Activity: Written work
Materials: note books, pencils, and chalk
Procedure
Revise the concept introduced in the previous lesson.
Written work
- Distribute the worksheet and explain the task

Our Needs

1-Write what needs do these pictures show.

2- Make a list of five needs you can feel and those you cannot feel.
Make illustrations where you like.

Needs I can feel	Needs I can not feel

Level 1		Learning about ourselves
Term 2	Lesson Plan	
Week 2 Day 4		

Topic: Wants and Needs

Objective: students will be able to understand and recognize the wants.

Activity: Sorting

Materials: Worksheet

Procedures

Warm-up Q/A

- Introduce the lesson by reviewing with the student what needs are.
- Explain that needs are things that are essential or necessary to live such as food, water, love, and shelter.
- Ask the students to think of some more needs and record their answers on the chalkboard. Then, tell the students that today they are going to learn about the nonessential things in life that aren't required in order to live, and that these are called wants.

Explanation/Discussion

- Explain to the stûdents that wants are exactly the-- things that people *want*, but don't particularly need in order to survive.
- Give the students a few examples (such as pets, radios, and television), and then tell the students to think about something that they have wanted before but didn't actually need to have.
- Allow them to share their story with the class.
- As the students name their wants, record it on the chalkboard and discuss the differences between the wants and needs.

Activity

- **Distribute the worksheet and explain that** they will decide if the item is a need or a want. If they think the picture represents a need, tell the students to say in a very quiet voice, "I need it!" If they think that the picture represents a want, tell the students to say in a quiet voice, "I want it!"
- After the students understand how to respond, show the pictures and have the students justify their replies.
- Then ask them to fill up the worksheet.

Follow-up discussion

Ask the students to share what they have written.

Wrap-up

Ask the students to differentiate in needs and wants.

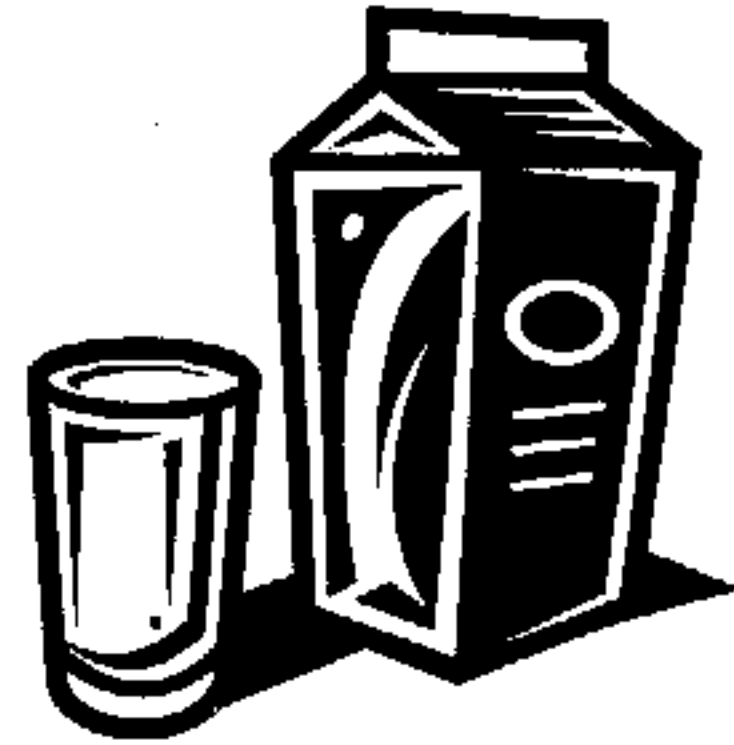
I Need It! I Want It!

Worksheet

Directions: Look at the pictures listed below and decide if it shows a Need or a Want. Write the correct word on the provided line.

1.

____

2.

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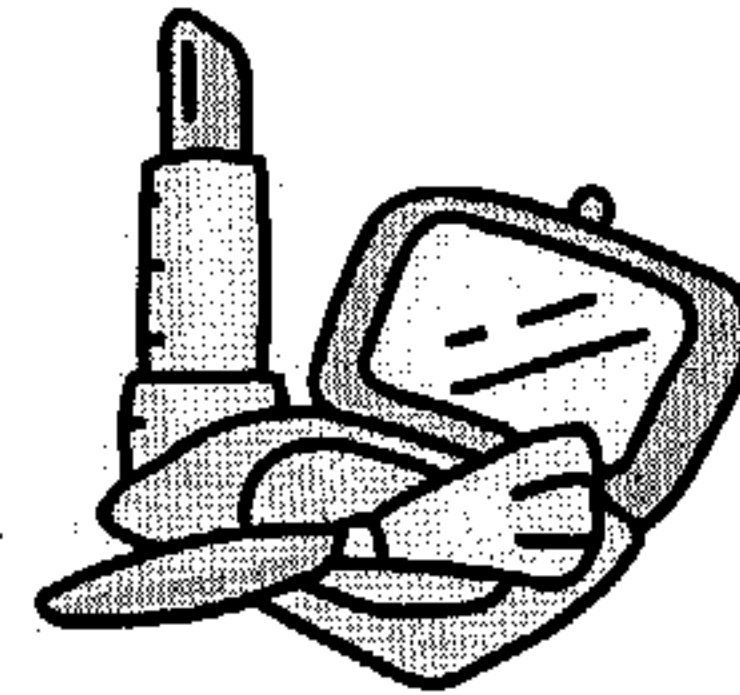
3.

____

4.

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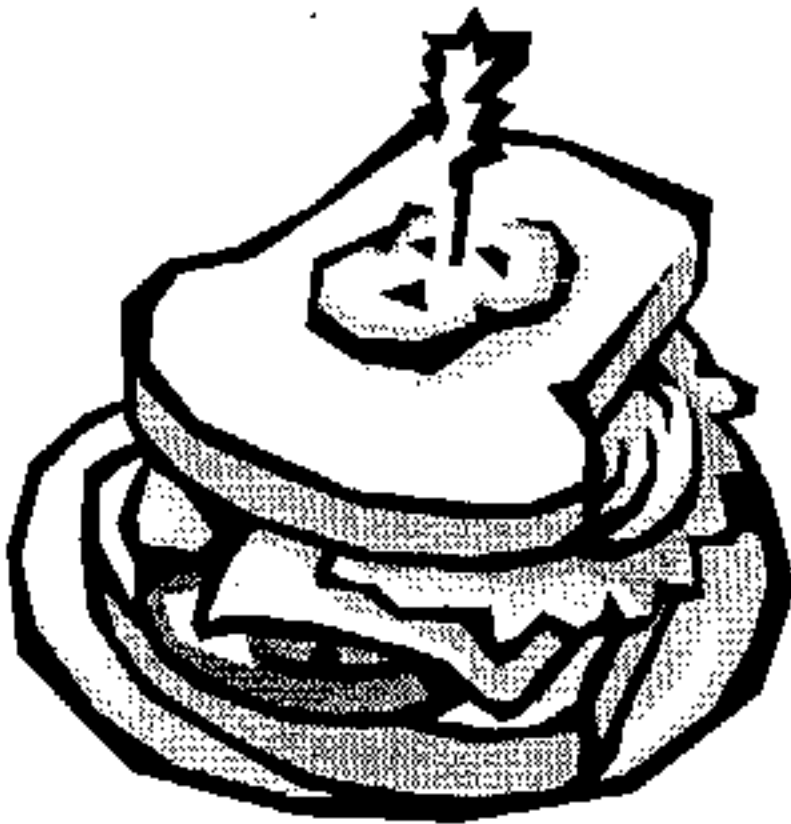
5.

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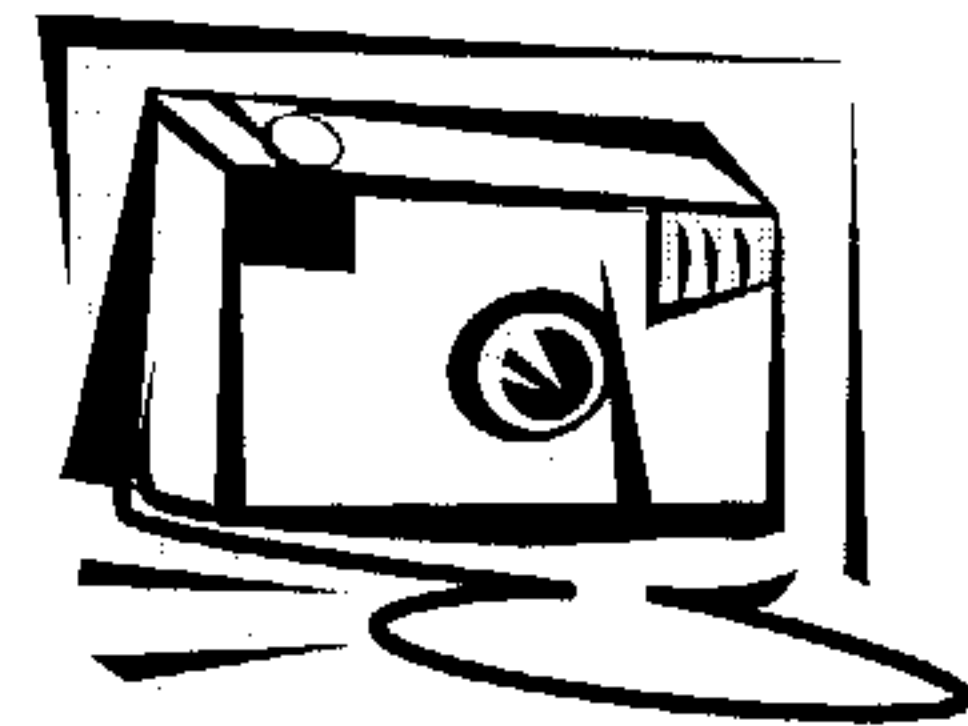
6.

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Level 1 Term 2 Week 2 Day 5	**Lesson Plan**	**Learning about ourselves**

Topic: Wants and Needs
Objective: students will be able to understand and recognize the wants.
Activity: Written work
Materials: note books, pencils
Procedures
Warm-up Q/A
Revise the concept introduced in the previous lesson.
Written work
Ask the students to prepare a list of their five wants with illustrations.
Then ask the students to share their list of wants with the class.

Level 1 Term 2 Week 2 Day 6	**Assessment**	**Learning about ourselves**

Assess the students for their understanding of needs and wants and the difference between the two and types of needs.

Social Studies Lesson Plans

Level 1
Term 2
Week 3

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
3	Learning about ourselves	Family	1	Students will be able to understand who meet their and family needs	
3		Needs	2	Students will be able to understand that food is a basics need	
3		do	3	Students will be able to understand that we need clothes to protect us from extreme weather	
3		do	4	do	
3			5	Revision	
3			6	Assessment	

Level 1		**Learning about ourselves**
Term 2	**Lesson Plan**	
Week 3		
Day 1		

Topic: Wants and Needs
Objective: students will be able to understand who meet their and family needs
Activity: Sorting
Materials: Worksheet
Procedure
Warm-up Q/A

- Begin the lesson by quickly reviewing the difference between needs and wants and encourage the students to name a couple of each.
- Then, tell the students to think about how their needs and wants are met.
- Explain that parents or caregivers are generally the people who meet the needs and wants of children, and for the tangible items, they need to have money in order to buy the things.

Discussion/explanation

- Ask the students where food, clothing, and toys come from and how a person goes about obtaining these items.
- After students indicate that people have to buy these items with money from stores, explain that in order to have money, adults have to work at a job in which they are paid.
- Use yourself as an example to describe how your employment meets your wants and needs (and that of your family, if applicable).
- Tell the students that sometimes families have to move to another city or state in order for parents to find adequate employment. This helps get money for meeting the family needs.

  Activity
- Distribute the worksheet and explain the task.

Wrap-up

Who meet your needs and wants? (Adults in the family)

Meeting Needs

Directions: Teachers read the sentences and instruct the students to circle the correct answer.

1. These are things that people need in order to live.

   Needs wants

2. These are things that people like to have, but don't have to have in order to live.

   needs wants

3. Who meets the needs of children?

   babies adults

4. What do people use to buy things to meet their wants and needs?

   money paper

5. What is one reason why families have to move to another city or country?

   jobs play

Level 1		**Learning about ourselves**
Term 2	**Lesson Plan**	
Week 3 **Day 2**		

Topic: needs and Wants
Objective: Students will be able to understand that food is a basics need
Activity: Discussion, written work
Materials: note books, pencils, colors
Procedure
Warm-up Q/A
Ask what did you eat in the break fast? Listen and
Then ask do you think we can live without eating food?
Then ask food is a need or a want? It is a need. We cannot survive without food.

Explanation
Explain that food is our basic need. Every one needs food to keep strong and healthy.
I f we do not eat proper food we can get ill.
Activity
Ask the students to
Make a list of your favorite foods.
Make drawings also.
Tell them to write a sentence:
We need food to keep strong and healthy.
Wrap-up
Allow students to share their work with the class.

Level 1		Learning about ourselves
Term 2	Lesson Plan	
Week 3		
Day 3		

Topic: needs and Wants
Objective: Students will be able to understand that we need clothes to protect us from extreme weather
Activity:
Materials: few clothes,
Procedure
Warm-up Q/A
Ask
Lets see what are you wearing today? All are wearing uniform?
These are special clothes that you wear for school.
Do you have other clothes too? Are all clothes of the same kind?
Listen to their responses and discuss.
Brainstorming

- Ask,
- Why do you think we need to wear clothes?
- List the students' responses on the chalkboard.
- What are different types of clothes we wear?
- What are warm clothes made up of?
- What other things are clothes made up of?
- Have you seen people wearing any special clothes, like you are wearing uniform?
- Discuss student responses.

Explanation

- Explain we all need to wear clothes. We need clothes to cover ourselves.
- Clothes protect us from extreme weather. In hot weather we wear light clothes made from cotton and we wear warm and heavy clothes when the weather is cold.
- Clothes are made up of cotton, wool and nylon also.
- As you are wearing school uniform which is special. There are people who also wear special clothes such as army men, policemen, nurses, cricketers and other players etc. (give as many examples you can find). Discuss.

Activity

- Distribute the worksheet and explain the task. Help students by giving appropriate word list if they find it difficult to write a specific word.

Follow-up discussion

- After the students have completed the worksheet. Discuss what are these clothes made up of and for which weather are they suitable.

Wrap-up Q/A
Why do we need to wear clothes?

Clothes

Look at the picture and write the names of cloth items that you find.

Level 1		**Learning about ourselves**
Term 2	**Lesson Plan**	
Week 3 **Day 4**		

Topic: needs and Wants
Objective: Students will be able to understand that we need clothes to protect us from extreme weather
Activity: written work
Materials: note books, colors, pencils
Procedure

Revise the concept introduced in the previous lesson.
Written work
Ask the students to draw few of their favorite clothes items.
Write these questions on the board and help them to answer in simple sentences.
Why do we need to wear clothes? (We need to wear clothes to protect ourselves from hot and cold weather).
What are clothes made up of? (Wool, cotton, nylon, silk)
What type of clothes we wear in winter? (Heavy clothes)
What type of clothes we wear in summer? (Light clothes)

Level 1		Learning about ourselves
Term 2	Lesson Plan	
Week 3		
Day 5		

Revision.

Level 1		Learning about ourselves
Term 2	Assessment	
Week 3		
Day 6		

Use worksheet and questions given with the lessons for assessment.

Social Studies Lesson Plans

Level 1
Term 2
Week 4

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
4	Learning about ourselves	Home	1	Students will be able to understand what a home is? Make an illustration of their home	
4		do	2	do	
4		do	3	Students will be able to describe their home	
4		do	4	do	
4		do	5	Revision	
4			6	Assessment	

Level 1		Learning about ourselves
Term 2	Lesson Plan	
Week 4		
Day 1and 2		

Topic: Home

Objectives: Students will be able to understand what a home is?
Make an illustration of their home

Activity: Drawing, song houses

Material: song houses, papers, pencils, colors, ribbon

Warm-up Q/A

- Open the class with a poem about houses and ask the children to sing with you.
- Asks the children where do we all live? (In a house)
- Then tell now we are going to sing a song about houses.
- Teacher opens the class with a poem on houses and children sing with her.

Discussion/ Explanation

- We all live in houses with our families. Do you know what is a house?
- A house is a building designed for people to live in it.
- We call our houses homes because we live in the houses with our families. A building of cement and bricks is a house but when people live in it we call it a **home** also.
- Houses are made up of bricks, cement and various other materials. There are windows, wall, doors, and roofs in a house. Houses provide us shelter.
- We keep various things in our home to make it comfortable to live for us.

Activity:

- Distribute the plain papers one to each child.
- Ask each child to draw his/her home and things in it even a pet and plants (the way they see their home) and color it.
- While the students are working teacher should prepare the Title page.
- Once they have finished their work. Tell them to write their names on their drawing.
- Collect the pages and bind into a book.

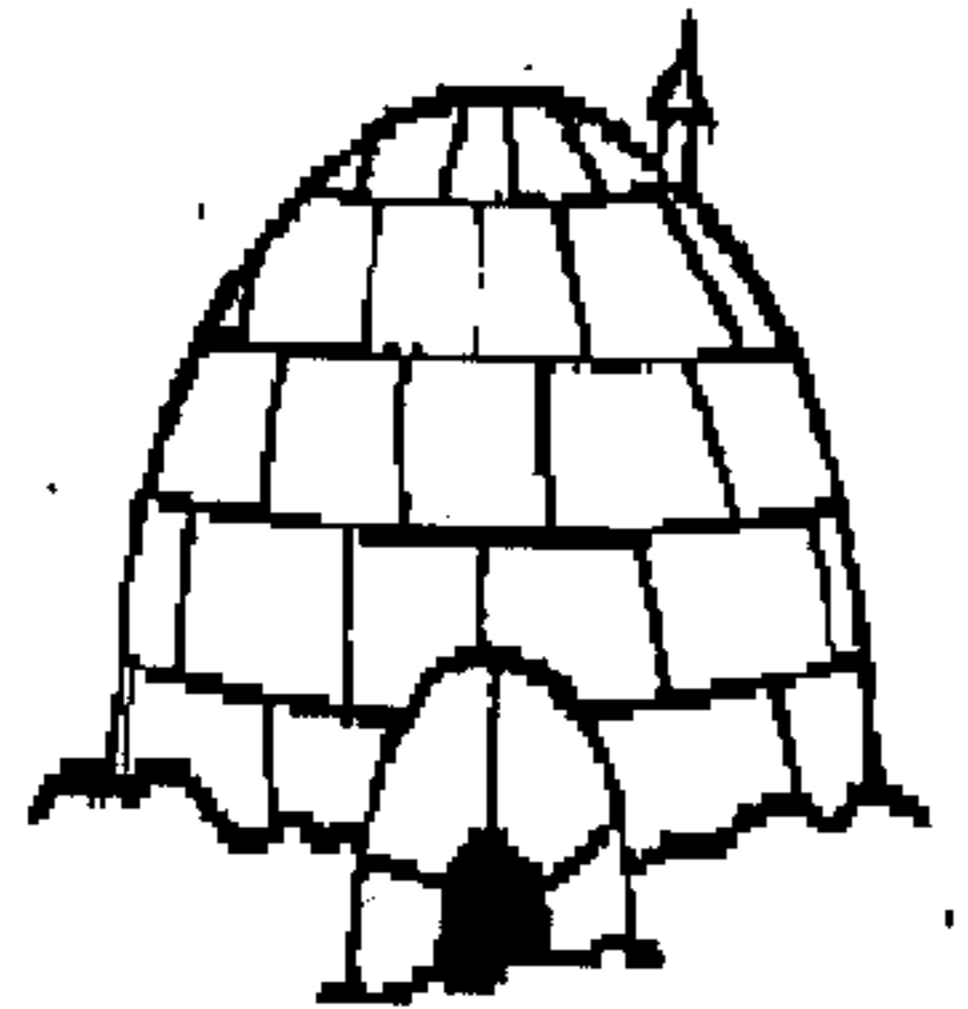
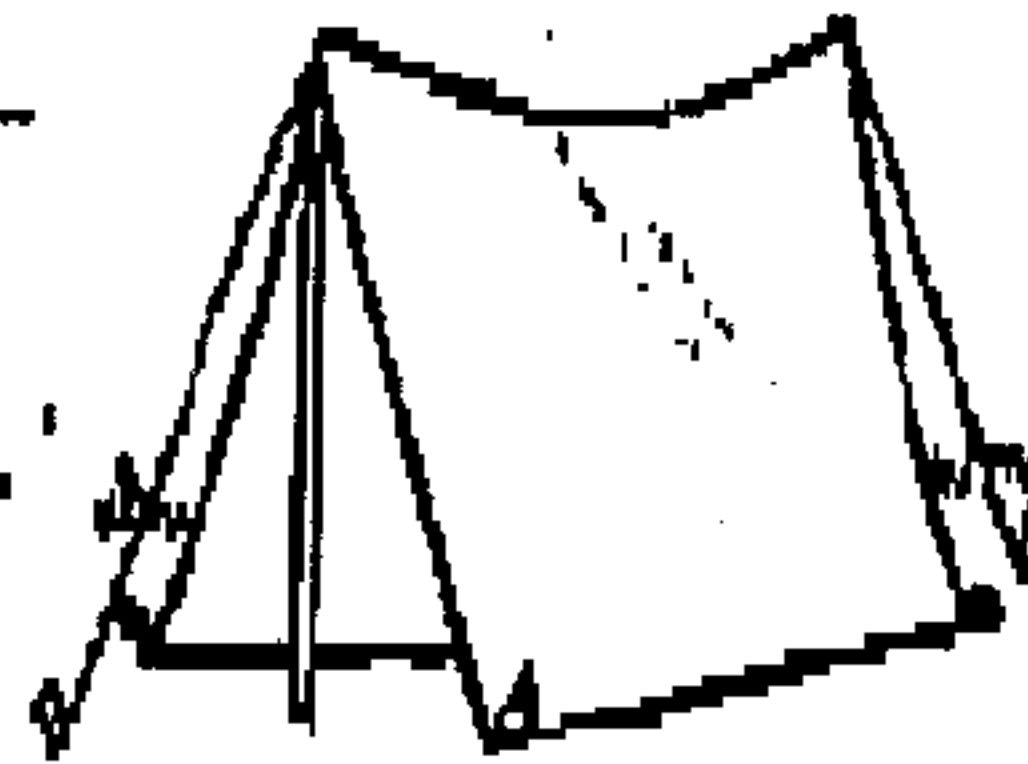
Follow-up

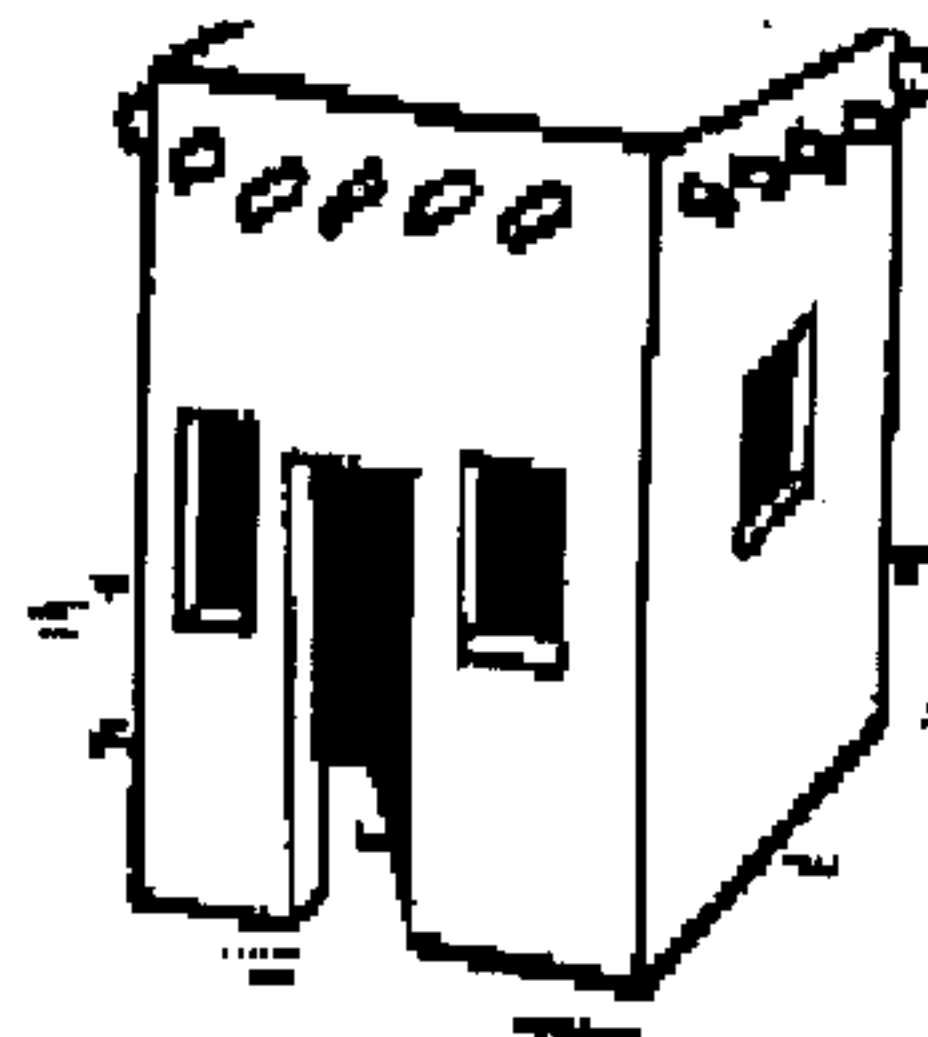
- Then share it with the class by showing each page to the students and calling the student in front that made it.

Wrap-up

- Display the book in your class.

Houses

Houses, houses everywhere--
Homes where families can share.

Igloos, tents, and condos, too –
Homes just right for me and you.

Homes protect us night and day.

Whether far away or near –
Homes keep safe what we hold dear.

Level 1		Learning about ourselves
Term 2	Lesson Plan 1	
Week 4		
Day 3		

Topic: Home
Objective: Students will be able to describe their home
Activity: Written work
Material: Worksheet
Warm-up Q/A

- Remind the students about yesterday's lesson.
- Ask what did you learn about yesterday?
- Listen to their responses.
- **Discussion**
- Asks the children where do we all live? (In a house)
- What is a house?
- What are houses made up of?
- What are different parts of a house?
- What things do we have in our houses?

Discuss the answers in detail.

Activity: Written work

Distribute the worksheet and explain the task.

My house

I live in a__________________________________.

It is made of____

____.

It has____________________ rooms. There are__________________ and

_______________________________in the walls.

Write on e sentence of your own by using the words from the list.

____

____

Make a list of the people who live in your home (do not forget yourself).
These people live in my house:

____

____

____

____

____

____

Social Studies Lesson Plans

Level 1
Term 2
Week 5

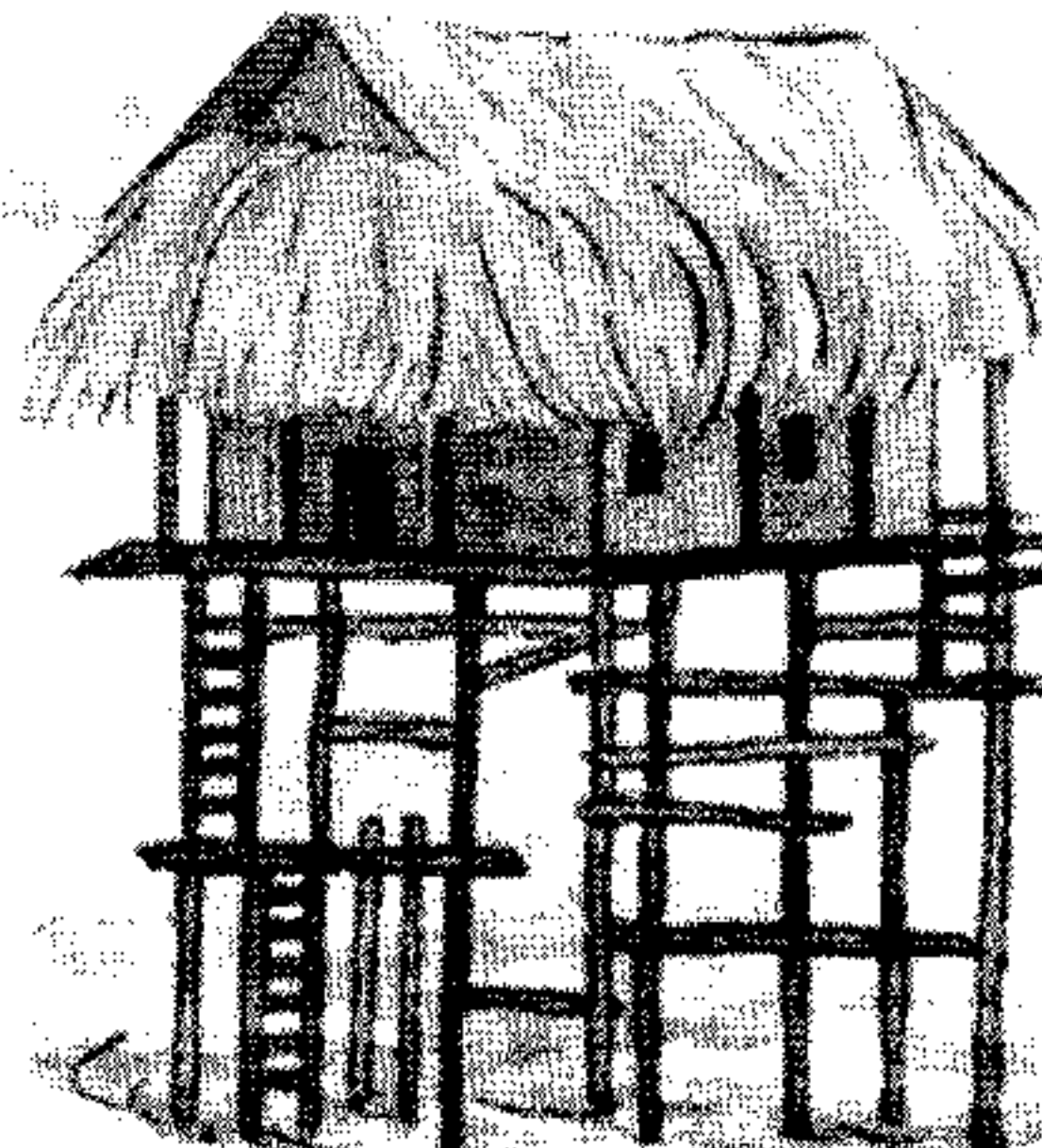
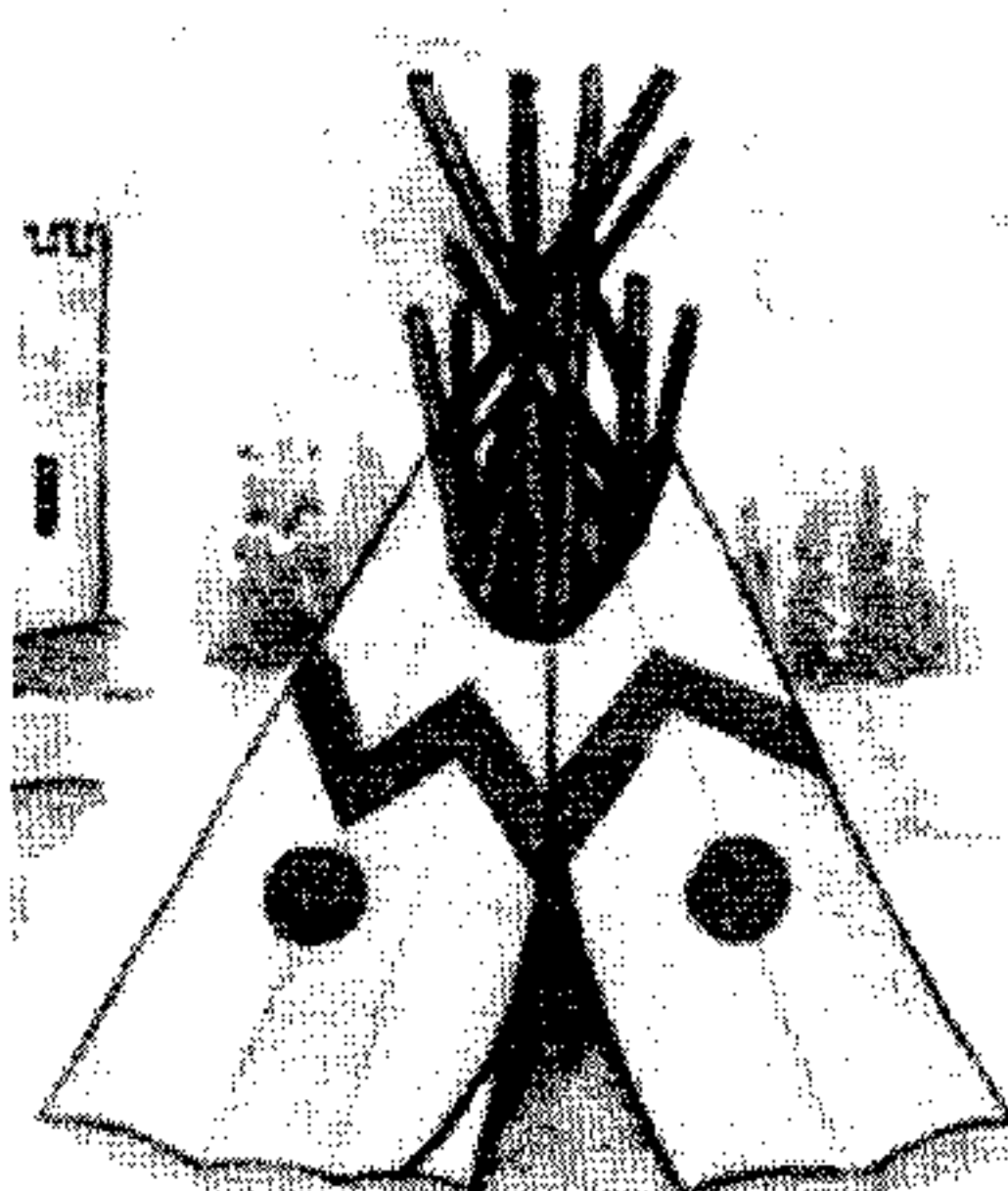
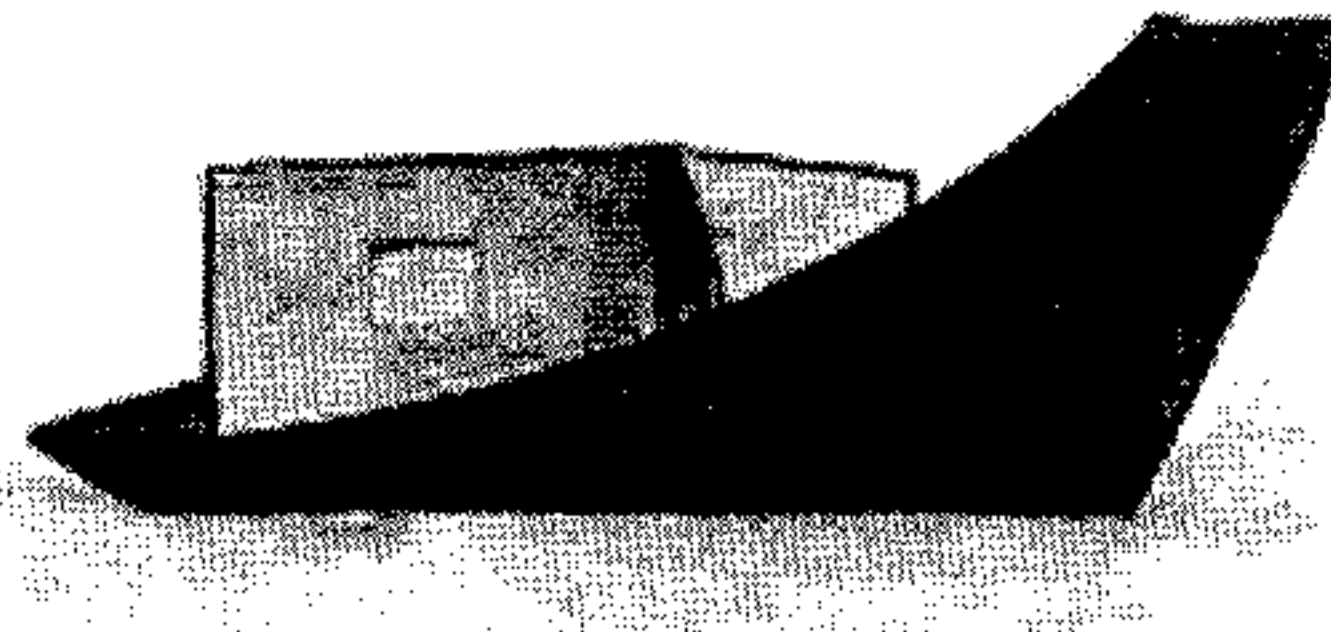
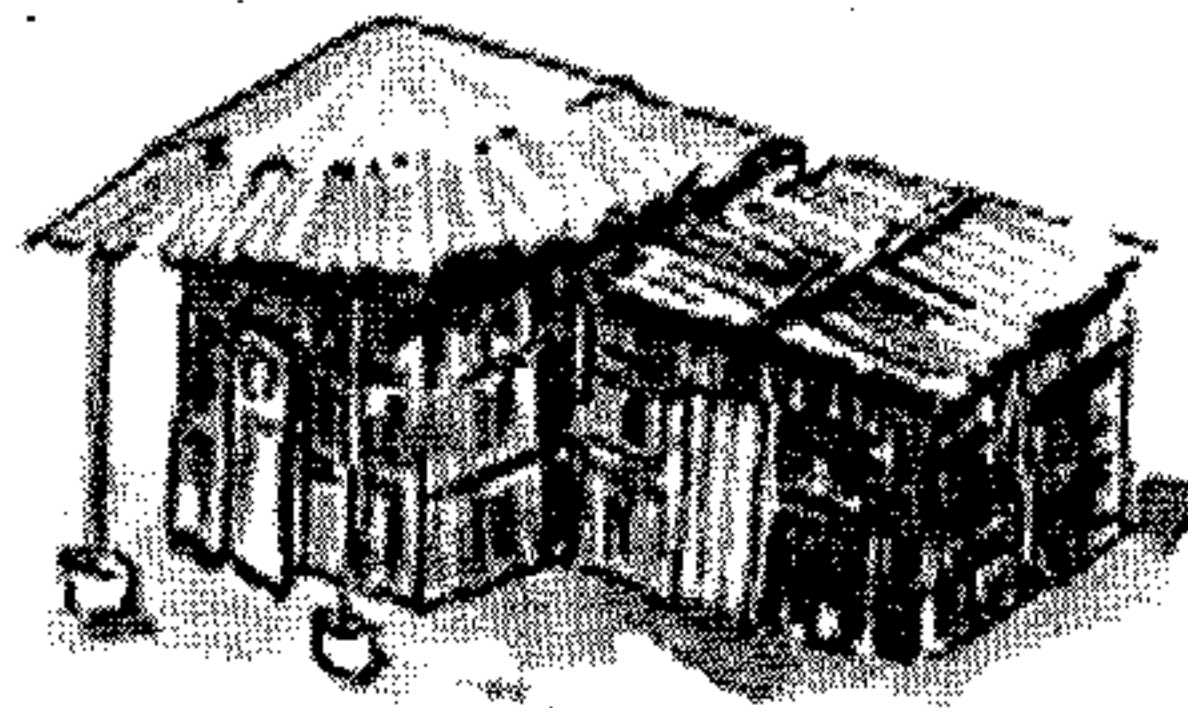
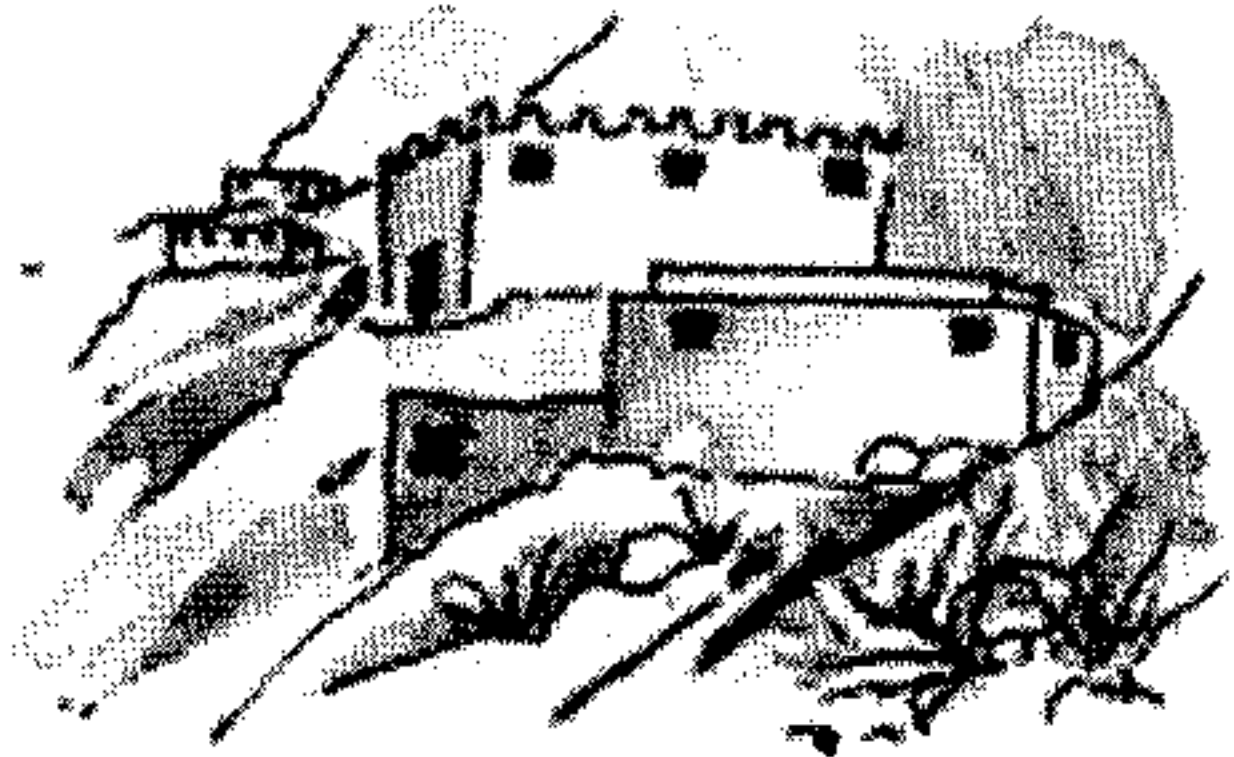
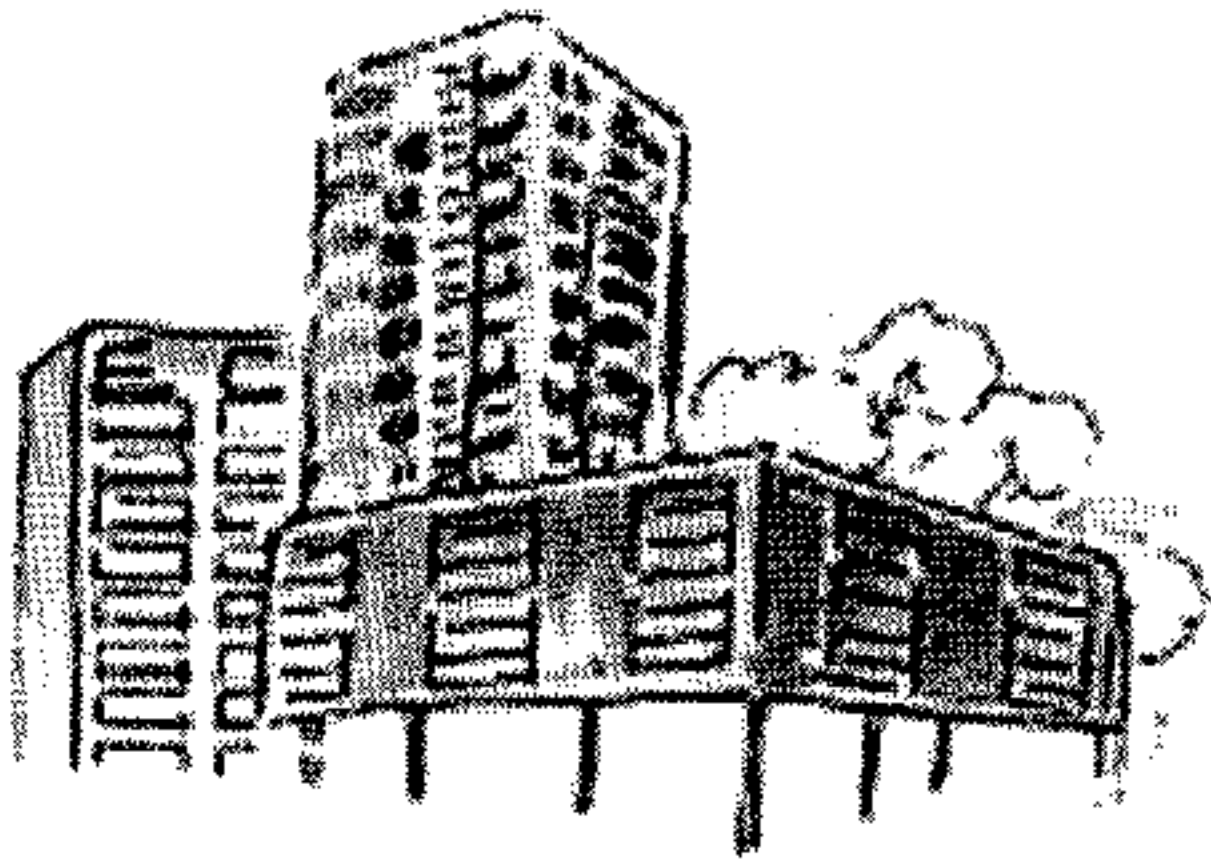
Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
5	Learning about ourselves	Places: Home	1	Students will be able to learn about different types of homes	
5		do	2	Students will be able to learn about purpose of the houses	
5		do	3	Students will be able to design and construct a house	
5		do	4	do	
5		do	5	do	
5			6	Assessment	

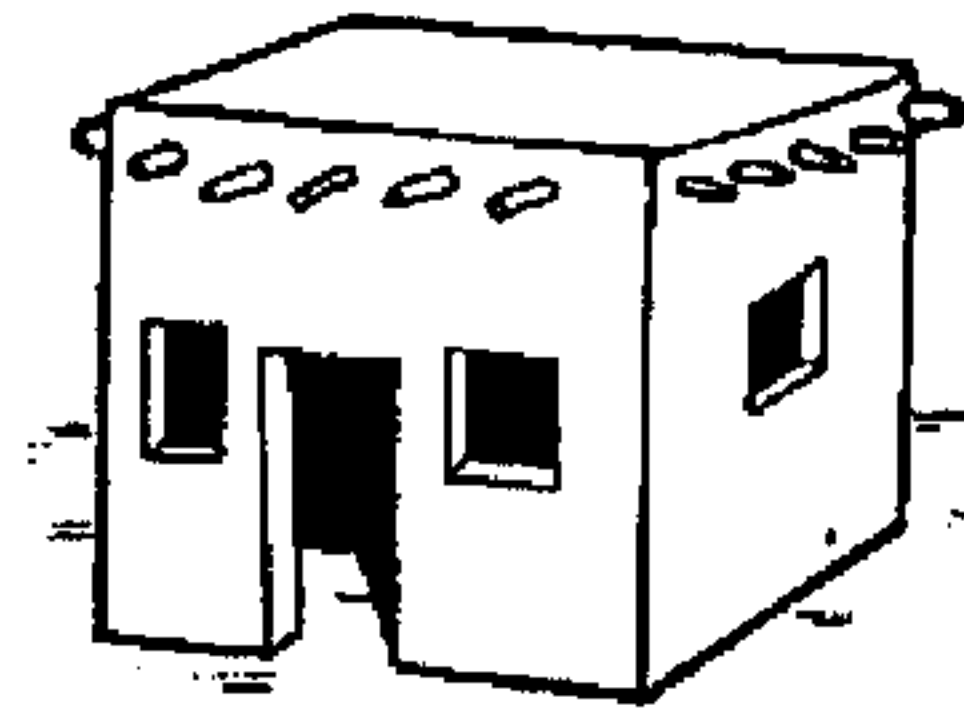
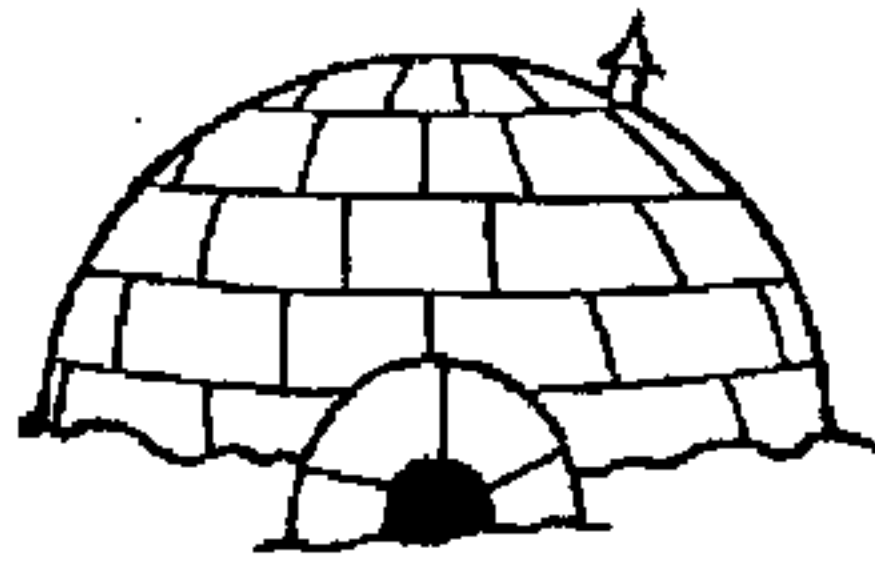
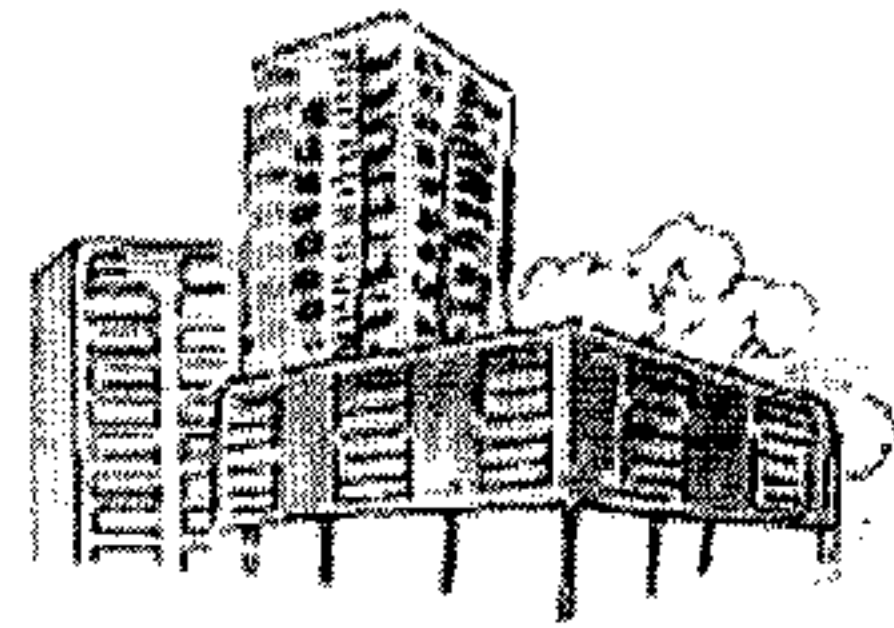
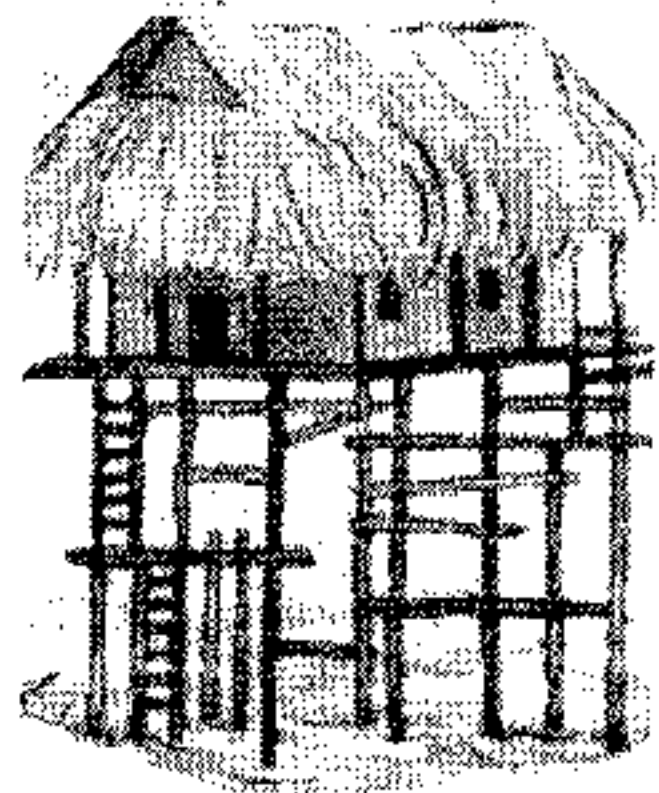
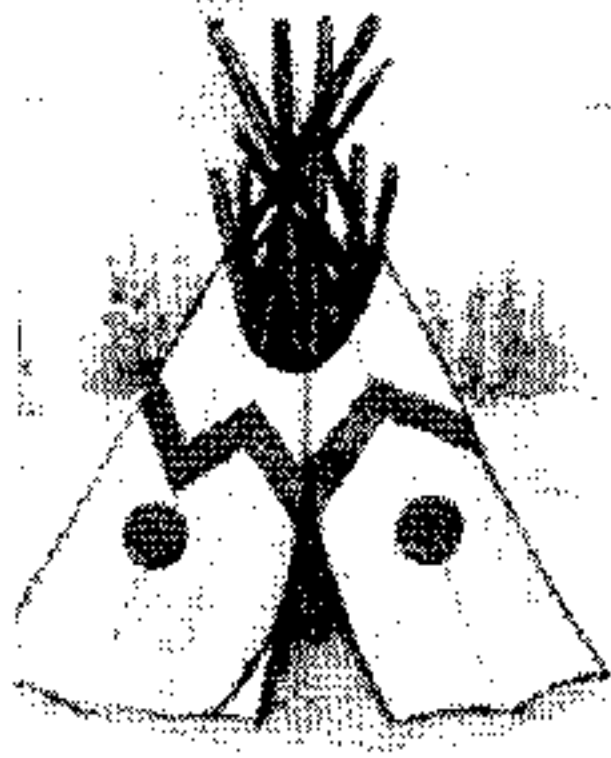
Level 1 Term 2 Week 5 Day 1	Lesson Plan	Learning about ourselves

Topic: Home
Objective: Students will be able to learn about different types of homes
Activity: written work
Material: papers, pencils, pictures of different types of homes, worksheet
Warm-up Q/A
Bring pictures of houses of different types.(teacher worksheet)
Show it to the children and explain that houses are of different types and sizes.
Explanation

- We all live in homes. There are many different kinds of homes. Some are big and some are small made with cement and bricks.
- Some are made with mud, and wood.
- Show them the pictures given on the worksheet and explain what are these houses made of and where do they find these houses.

Activity:
Distribute the worksheet and explain the task.

Teacher Worksheet
Pictures of houses

Houses

Q-1) Look at the pictures of different types of the houses and write what are these houses made of.

2-What are houses in your village made of?

Level 1		Learning about ourselves
Term 2	Lesson Plan	
Week 5		
Day 2		

Topic: Home
Objective: Students will be able to learn about purpose of the houses
Activity: Worksheet
Material: papers, pencils, pictures of different types of homes
Warm-up Q/A

- What did you learn about houses yesterday? (There are different types of houses)
- Then tell today we will discuss why do we need houses?
- Can you tell me?

Discussion/Explanation

- Ask, why do we need a house?
- Make a list of their responses on the board.
- Discuss what is the purpose of a house.
- Explain
- What ever the type of house is the purpose of it is to provide shelter. Even animals need houses because they also need shelter.
- Houses provide us shelter, protect us from rain, cold, and heat in short all extreme weathers. Houses provide us comfort. We rest and live in our houses.

Activity:
Written work
Write the questions on the board and discuss the questions. Help the students to formulate answers by providing vocabulary.
Why do we need a house?
What happens if we do not have a house?
Do animals need house?
Draw houses of few animals.

Additional activity: Show pictures of different animal houses and ask the students to name the animals.

Level 1		Learning about ourselves
Term 2	Lesson Plan	
Week 5 Day 3, 4 and 5		

Topic: Home
Objective: Students will be able to design and construct a house
Activity: To design and construct a box house

Materials

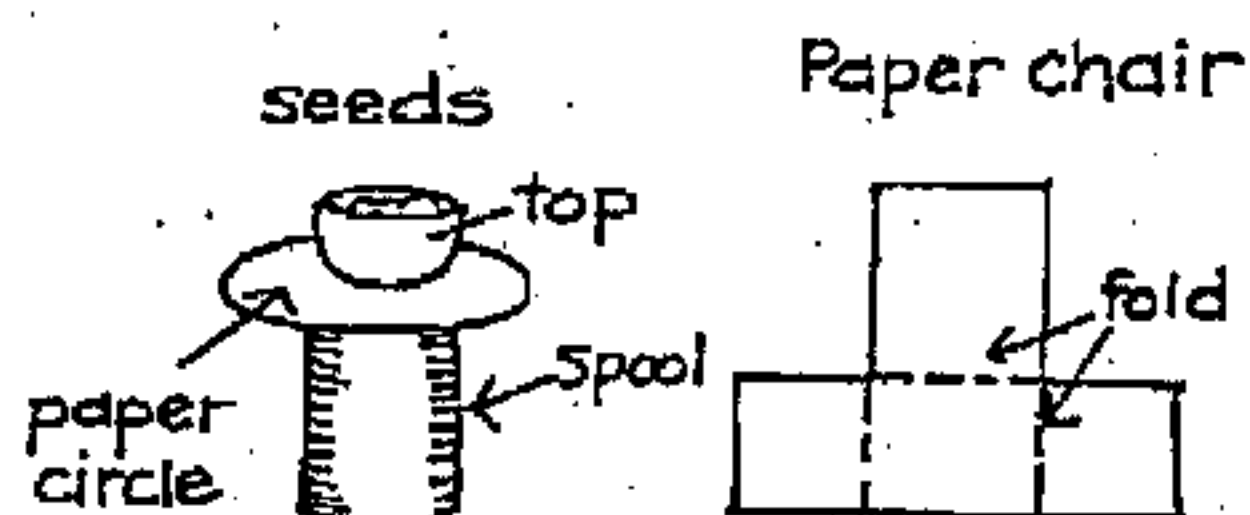
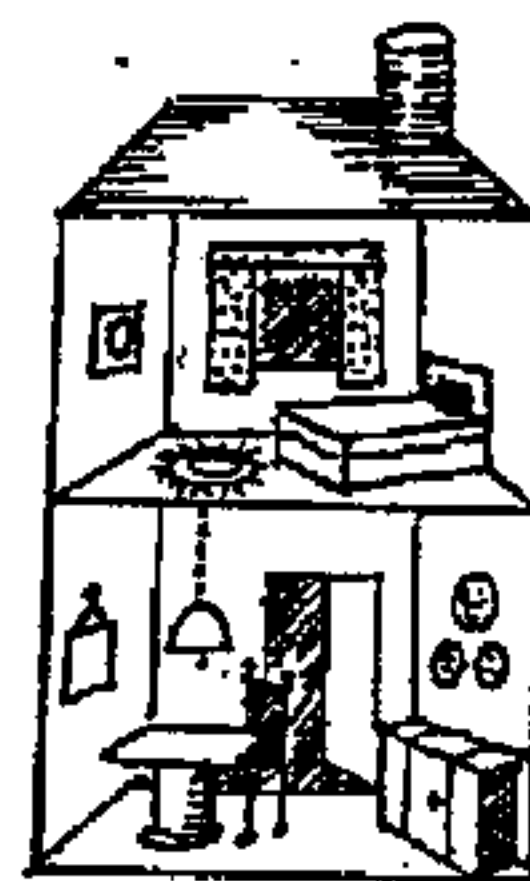
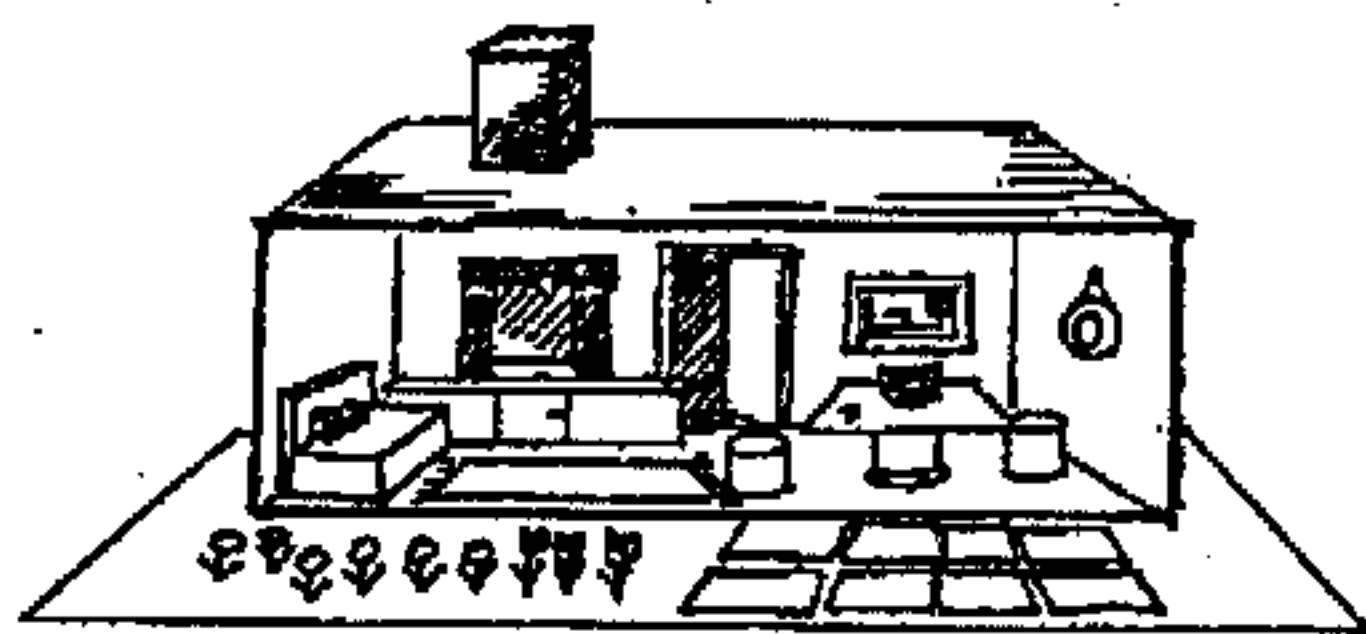
- A cardboard box – approximately 12 inches long, 4 to 4 ½ inches high and 6 inches wide. A shoebox works well in centimeters: 30 x 12 x16. The box may also have a lid, which can be attached to make a yard or garden area.
- Glue
- Scissors
- For teacher, a sharp knife can be used to cut doors and windows for children.
- Pencils, colored markers.
- Bins or boxes of
  - Small scraps of fabric for rugs and curtains
  - Paper scraps
  - String
  - Small boxes to use as tables, bed, etc.
  - Beads, buttons, plastic tops, tiny mirrors, silver paper
  - Wire, sticks, small wood pieces, small branches, tiny seeds

Procedure:

Warm-up Q/A

Ask,
What are structures?
What structure can you name?
What shapes did you find in structures?
Then explain today you are going to design and construct a house with box.

Activity:

1. Discuss and show children how they can arrange their house or room.
2. Do they want the box to be vertical or horizontal?
3. Children suggest door and window placement.
4. Show the children how beds, tables, and other furniture can be made from small boxes and wood scraps.
5. **Note illustrations.**

6. Give each child a working space with scissors and glue available.
7. Newspapers covering workspaces make cleanup easier.
8. Let children gather materials from the counter or table and go back to their working space.
9. Using the knife cut doors and windows where each child designates.
10. Children can also come to the teacher in turns.
11. Allow a longer working time for this project as six – and seven – year olds become very involved in constructing their rooms or houses.
12. Often they will want to play with them afterwards.

Additional Activities

- If the classroom is large enough, the class could construct a village or town.
- Large pieces of paper could be taped together to form a base for this construction.
- Streets, parks, and public areas could be marked out.

Level 1		**Learning about ourselves**
Term 2	**Assessment**	
Week 5 **Day 6**		

Use the worksheets given with lessons.

Social Studies Lesson Plans

Level 1
Term 2
Week 6

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
6	Learning about ourselves	Places : school	1	Students will be able to visit and describe different areas in their school	
6		do	2	do	
6		do	3	do	
6		do	4	Students will be able to know facts about their school	
6		do	5	Students will be able to know facts about their school	
6			6	Assessment	

Level 1		**Learning about ourselves**
Term 2	**Lesson Plan**	
Week 6 **Day 1**		

Topic: Places
Objective: Students will be able to visit and describe different areas in their school
Material: Worksheet, papers, pencil, chalk
Teacher Preparation: Prior to teaching the lesson discuss with the school members (principal, other teachers, Ayah, peon etc.) a time that is convenient for them in which you can bring your class to take a tour of the school.
Activity: Tour of the school

Procedure

Warm-up Q/A

- Ask the students what is the name of the school. After students respond correctly, ask the students if they know what areas and rooms are there in the school.

- Listen to their responses and then tell today we are going to make a tour of the school to see what areas and places are there in our school.

Activity
- Take the students on the round show them various places such as principal's office, staff room, other classrooms, library, play ground etc

Follow-up discussion

- After the tour back to the class, ask the students what places did they see in the school?

- Make a list of places on the board based on their responses help them if they do not remember. For example

- Principal's office

- Classrooms (how many sections of each level)

- How many students are there? How many teachers are there? Is it a primary or high school?

Explanation

- Leave the list on the board and discuss and explain each fact.

Wrap-up Q/A

What do you know about your school?

Level 1		Learning about ourselves
Term 2	Lesson Plan	
Week 6		
Day 2		

Topic: Places: School
Objective: Students will be able to know facts about their school
Material: Worksheet, papers, pencil, chalk

Activity: written work

Procedure
Warm-up Q/A
Revise yesterday's lesson.

Written work

- Distribute the worksheet or write simple sentences on the board and ask the students to do it in their notebooks under the heading "Facts about my school" and make a drawing of their school. Prepare your own sentences and blanks according to your school.

Wrap-up
Ask the students to share their drawing with the class.

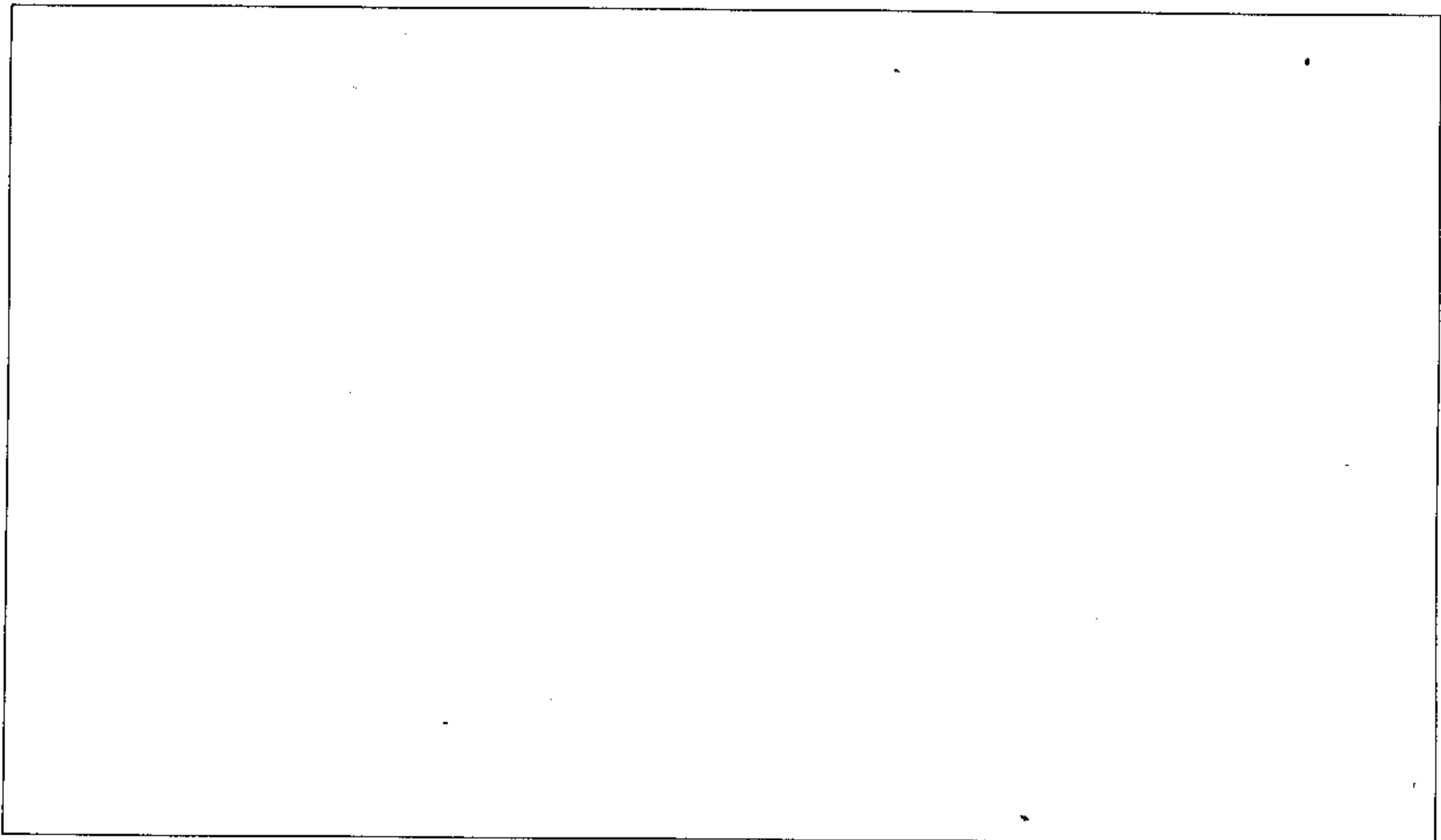
Facts about my school

1-My name is________________.

2-The name of my school is______________________________________.

3-There is a principal's_________________________in it.

4-Principal's name is______________________.

5-My teacher's name is__________________________.

6-There are ____________________________classrooms in my school.

7-We also have a__________________________ in the school

8-I Like my school because_______________________________________

____

This is how My school looks like.(Drawing)

Level 1		Learning about ourselves
Term 2	Lesson Plan	
Week 6 Day 3		

Topic: Places
Objective: Students will be able to know facts about their school
Material: Worksheet, papers, pencil, chalk
Teacher Preparation: Prior to teaching the lesson discuss with the school members (principal, other teachers, Ayah, peon etc.) a time that is convenient for them in which you can bring your class by to meet them and see where their office/ work area is located. Ask the staff members if they could introduce themselves and give a brief explanation to the students about what they do at the school.

Activity: Tour of the school

Procedure

Warm-up Q/A

- Begin the lesson by asking the students to think about their family and how things function day-to-day. Ask the students who fix their meals, takes them places, plays with them, etc.
- Allow students to respond and explain that parents, siblings, and all other family members have a special role in the everyday on goings of the family life.
- Further explain that similarly, there are many different people in the school who work to together to help everyone learn.
- Ask the students to think about the people they have seen who work at the school and ask them to recall their name/ title. Allow the students to respond and ask the students to describe what they think that each person does.

Activity: School Tour

- After students share their knowledge of the school helpers/ leaders, inform them that they are going to go on a tour of the school to visit some of the people that work hard each day to see that they receive a quality education.
- Explain to the students that they will have an opportunity to go to the place where each of these people work and that the faculty members will talk a little about what they do.
- Take the students on the tour to meet the selected faculty members

Follow-up discussion

- After you complete the tour, gather students around the bulletin board again.
- Review the names, titles, and job descriptions of the members with the students and inform the students that they are going to play a game. You will match the job of a person with the title.

- Ask, What does a Principal do?(looks after and runs the school)
- What does a teacher do? (Teaches)
- What does a librarian do? (Runs the library)
- What does an Ayah do?(helps the teachers and looks after the students)
- What does a gardener do?(take care of the school garden)

Explanation

- After the discussion explain that each person in school has his/her important job.
- Principal or head looks after the administration and academics of the schools just like your parents do at home. Teachers teach the students. Explain the jobs of the others also.

Wrap-up

Ask,

What jobs these people have in your school? Principal, teacher, Ayah, gardener, librarian.

Level 1		Learning about ourselves
Term 2	Lesson Plan	
Week 5 Day 4		

Topic: Places
Objective: Students will be able to know facts about their school
Material: Worksheet, papers, pencil, chalk

Activity: written work

Procedure
Warm-up Q/A
Revise yesterday's lesson.

Written work
Distribute the worksheet and explain the task.

Facts about my school

Worksheet

Match the Job with the title by drawing lines

1-Principal	Takes care of the garden
2-Teacher	runs the library
3-Ayah	Teaches the students
4-Gardener	Runs the school
5-Librarian	Helps the teachers and looks after children

Level 1		**Learning about ourselves**
Term 2	**Lesson Plan**	
Week 5		
Day 5		

Revise the previous lessons. Give writing practice.

Level 1		**All about me**
Term 2	**Assessment**	
Week 6		
Day 6		

Use the worksheets.

Social Studies Revision

Level 1
Term 2
Week 7

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
7	Learning about ourselves		1		
7			2		
7			3		
7			4		
7			5		
7			6		

Social Studies Revision

Level 1
Term 2
Week 8

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
8	Learning about ourselves		1		
8			2		
8			3		
8			4		
8			5		
8			6		